

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF PUBLIC INSTRUCTION

COURSES OF STUDY
IN
FOREIGN LANGUAGES

LATIN
FRENCH
GERMAN
SPANISH



(REVISED REPRINT)

Bulletin 26
Harrisburg, Pennsylvania
1927

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF PUBLIC INSTRUCTION
Harrisburg

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COURSE OF STUDY IN LATIN.



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COURSE OF STUDY IN LATIN.

General Remarks. The Syllabus in Latin aims at a modification of subject matter and a new method of presentation. More attention than usual is paid to word-formation, to word-derivation, to the meanings of words, and to the contribution of the Romans to matters social and political in the economy of the modern world. Less emphasis, on the other hand, is placed on an extensive study of grammar. In fact, it is suggested that only those forms and principles of syntax be taught that are essential to a full understanding of what the pupil reads. Such a change in the manner of approach to the study of Latin is an attempt to make the work of each year a unit complete and valuable in itself.

In the method of presentation the Syllabus seeks certain definite aims. These include not only the results of all good teaching, such as habits of application, of concentration, of thoroughness, of accuracy, and of discriminating judgment, but also the following specific objectives:

I An ever-increasing power to read Latin.

II An improvement of the use of English.

- A A greater control of English as an instrument of thought
- B A better knowledge of the formal side of English, such as etymology, spelling, style, etc.
- C A fuller and richer understanding and enjoyment of English literature.

III Some appreciation of Rome and the Romans.

- A An interpretation of Roman life and civilization.
- B An evaluation of the debt of the modern world to Rome and its citizens.

If the teaching of Latin is to realize in a vital way "the best that has been known and thought in the world," it must observe two fundamental principles:

- I It should constantly reveal that greater background of which the text that is read is a partial expression.
- II Throughout their study of Latin, pupils must be made aware of the significance of their course in Latin to their other linguistic, literary, and historical studies.

FIRST YEAR

A. Aims

- 1 To prepare the pupil to read Latin
- 2 To improve the pupil's use of English
- 3 To introduce the pupil, at least in an incidental way, to the great characters, movements, and dramatic events of Roman history

B. Pronunciation. In the study of Latin the pupil acquires correct pronunciation to a large extent by imitation. It is suggested, therefore, that the teacher make it his practice, while assigning the advance lesson, to have the class pronounce all words of the new vocabulary and exercise after him. In this way the pupil is afforded the advantage of learning the word through the ear as well as through the eye.

The marking of quantities in all written work may be dispensed with, except in the few places where quantity determines case, as in the ablative singular of the first declension and in the accusative plural of adjectives and nouns of *i*-stems. The pupil will likewise indicate the quantity of the distinguishing vowel of the infinitive of the second conjugation.

C. Vocabulary. The vocabulary of the first year consists of 500 words, of which 250 are prescribed. The other 250 may be selected from the particular textbook in use. It is suggested that these words be learned as they are encountered, and in the form in which they are given in the vocabulary of each lesson; the nominative, genitive, gender, and meaning being learned for each noun; the principal parts and meaning for each verb, etc. English derivatives should be associated with the Latin words where possible. Mastery of vocabulary is of utmost importance as ignorance of the meanings of words is one of the most serious hindrances to the pupil's progress.

The required words, with a few exceptions, are useful to the pupil from the English as well as from the Latin standpoint. In the following lists no Latin derivatives or compounds are given if the primitive forms and the necessary rules for their formation appear in this Syllabus. However, a few exceptions like *continco*, the meanings of which are not always easily inferred from the meanings of the simple verb, are included. Such derivatives and compounds as are found in the text in use, are to be learned as part of the 500 words; e. g., with *capio* the pupil connects *accipio*, *recipio*; with *vir*, *virtus*; with *impero*, *imperator*, etc.

a, ab, abs	de	in	occupo
acer	debo	incendo	ordo
ad	decem	iniuria	
adventus	defendo	instruo	paco
aequus	depono	insula	paro
ager	deus	intellego	pars
ago	dico	inter	parvus
aliquis	difficuntas	invenio	passus
alter	dimitto	ipse	pateo
altus	divido	is	pater
amo	do		patior
amplius	doceo	labor	pax
annus	domus	laboro	pecunia
arbitror	duco	legio	pello
arma	dux	lex	per
ascendo		liber (adj.)	periculum
autoritas	e, ex	liber (noun)	persuadeo
audio	ego	littera	peto
	equus	locus	pono
	et	longus	populus
billum	exercitus		porto
beneficium	enim	magnus	possum
bis	eo	malus	post
bonus	existimo	maneo	potestas
brevis	explorator	manus	prae
	exspecto	mare	primus
capio		mater	princeps
captivus	facilis	medius	pro
caput	facio	memoria	probo
causa	factum	meus	prohibeo
cedo	fero	miles	provincia
centum	fides	mille	
certus	finis	mitto	qualis
civis	fortis	mons	quantus
civitas	fortuna	mors	-que
clamor	fuga	moveo	qui
claudio	fugio	multus	quidam
cognosco		natura	quis
colo	gens	ne	quo
committo	genus	-ne	
condicío	gratia	nobilis	rapio
confirmo	gravis	nocco	ratio
consilium	habeo	nomen	reduco
consisto	hic	non	regnum
constituo	homo	noster	rego
consulo	hostis	novus	relinquo
contendo		num	reliquis
contineo	iacio	numerus	res
contra	ille	nuntio	resisto
copia	imperium	ob	respondeo
cornu	impero	occido	reverto
corpus	impetus		rex
creo			
cum (prep.)			

satis	spes	tempus	vallum
scio	sto	teneo	venio
secundus	sub	terra	vereor
sentio	succedo	timeo	vester
sequor	sui	timidus	via
servo	sum	totus	victoria
servus	summus	traho	video
signum	sumo	trans	vir
similis	sustineo	tu	vis
socius	suus	turris	volo
solus		tuus	vox
spatium	talis		
specto	tantus	unus	
spero	tempestas	ut	

D Word Study. The total vocabulary of the English language represents borrowings from practically every language on the globe. The majority of these borrowed words are, directly or indirectly, of Latin origin. In consequence of this fact the study of Latin word-formation and of English word-derivation is very important. These processes are not to be divorced in practice but are to be developed simultaneously in the classroom. For the sake of greater fullness in exposition, they are treated separately.

1 Latin Word-Formation. The main facts of word analysis, together with a thorough knowledge of the most common prefixes and suffixes, must be taught if the pupil is to acquire a mastery of vocabulary.

a Prefixes. Compound words are often formed by the addition of a prefix to a simple noun, adjective, or verb: e. g., *in-imicus* from *amicus*, *dis-similis* from *similis*, *praecipio* from *capio*.

Note: The teacher will find it desirable to stress the fact that in compounds short *a* in a Latin stem usually becomes short *i* or *e*: e. g., *praeficio* and *praefectus* from *facio*; that short *e* becomes short *i*: e. g., *reproto* from *premo*; and that *ac* becomes long *i*: e. g., *iniquus* from *aequus*.

The eleven Latin prepositions given below are used as prefixes in forming both Latin and English words. It is urged that each of them when first encountered as a preposition in the lesson be made the basis for special drill in both languages.

The assimilated forms of *ad-*, *cum-*, *in-*, *ob-*, and *sub-* require special study. The pupil will need to be shown that for ease of pronunciation the final consonant of these prefixes tends to become like the first consonant of the stem word.

In many cases teachers may find it necessary to emphasize the fact that the original meaning of the prefix has disappeared, the prefix having then merely an intensive force, such as, *completely, thoroughly, utterly*.

(1)	ab, a, abs, <i>away, from</i>	
	<i>ab-duco</i> , lead <i>away</i>	<i>abduct</i>
	<i>a-verto</i> , to turn <i>from</i>	<i>avert</i>
	<i>abs-traho</i> , draw <i>away from</i>	<i>abstract</i>
(2)	ad (ac-, af-, ag-, al-, an-, ar-, at-) <i>to, toward</i> ; often intensive	
	<i>ad-duco</i> , lead <i>to</i>	
	<i>ae-cipio</i> , take <i>to</i>	<i>accept</i>
	<i>af-ficio</i> , do <i>to</i>	<i>affect</i>
(3)	cum (co-, col-, com-, eon-, eor-), <i>together (with)</i> ; often intensive	
	<i>eon-duco</i> , lead <i>together</i>	<i>conduct</i>
	<i>col-loco</i> , place <i>together</i>	<i>collocate</i>
	<i>com-moveo</i> , move <i>thoroughly</i>	<i>commotion</i>
	<i>eo-(a)</i> go, drive <i>together</i> , force	<i>cogent</i>
(4)	de, <i>down, away</i> ; at times intensive	
	<i>de-duco</i> , lead <i>away</i>	<i>deduce</i>
	<i>de-relinquo</i> , forsake <i>utterly</i>	<i>derelict</i>
(5)	ex, e (ef-), <i>from, out-of (forth)</i> ; at times intensive	
	<i>ex-cedo</i> , go <i>forth</i>	<i>exceed</i>
	<i>e-duco</i> , lead <i>out</i>	<i>educe</i>
	<i>ef-ficio</i> , work <i>out</i>	<i>effect</i>
(6)	in (il-, im-, ir-; Eng. em-, en-) <i>in, upon; into, toward</i>	
	<i>in-voco</i> , call <i>in or upon</i>	<i>invoke</i>
	<i>in-duco</i> , lead <i>into</i>	<i>induce</i>
	<i>in-cludo</i> , shut <i>in</i>	<i>inclose or enclose</i>
	<i>im-pono</i> , put <i>upon</i>	<i>impose</i>

Note: The prefix *in-*, that is used with adjectives, adverbs, nouns, and participles, with negative force, requires special attention.

(7)	<i>in-credibilis</i> , <i>unbelievable</i>	<i>incredible</i>
	<i>in-auditus</i> , <i>unheard</i>	<i>inaudible</i>
(8)	<i>ob</i> (oc-, of-, op-), <i>against, before</i> ; at times intensive	
	<i>ob-sto</i> , stand <i>against</i>	<i>obstacle</i>
	<i>ec-curro</i> , run <i>against (happen)</i>	<i>occur</i>
	<i>of-fero</i> , bring <i>before (present)</i>	<i>offer</i>
(9)	<i>per</i> , <i>through</i> ; often intensive	
	<i>per-spicio</i> , see <i>through</i>	<i>perspective</i>
	<i>per-turbo</i> , disturb <i>greatly</i>	<i>perturb</i>
(10)	<i>prae</i> , <i>before</i>	
	<i>prae-dico</i> , say <i>beforehand</i>	<i>predict</i>
	<i>prae-iudico</i> , judge <i>beforehand</i>	<i>prejudice</i>
(11)	<i>pro</i> , <i>forth, forward</i>	
	<i>pro-duco</i> , lead <i>forth</i>	<i>produce</i>
	<i>sub</i> (suc-, suf-, sum-, sup-, sur-, sus-), <i>under, up (from beneath), close after</i>	
	<i>sub-traho</i> , draw <i>from under</i>	<i>subtract</i>
	<i>suc-cedo</i> , come <i>after</i>	<i>succeed</i>
	<i>suf-fero</i> , bear <i>up (sustain)</i>	<i>suffer</i>
	<i>sus-cipio</i> , undertake, take <i>up</i>	<i>susceptible</i>

b. Suffixes. A detailed study of suffixes is postponed until the second year. During the first year, however, the pupil's attention is constantly drawn to the words from which the derivatives are formed. The following outline may be used as a guide:

- (1) Nouns from Adjectives
 - (a) -tas, Eng. -ty
nobilitas from *nobilis* nobility
 - (b) -tudo, Eng. -tude
fortitudo from *fortis* fortitude
- (2) Nouns from Verbs
 - (a) -tor, (-sor), Eng. -tor, -er
with the verb stem as it appears in the past participle; *victor* from *vinco*, *victus* victor
- (3) Adjectives from Verbs
 - (a) -ilis, -bilis, Eng. -ile, -bile, -ble
facilis from *facio* facile
credibilis from *credo* credible

2. English Word-Derivation. In addition to a study of the numerous words borrowed without change from the Latin, it is urged that the pupil be encouraged to compile lists of the most common English derivatives from the Latin nouns, adjectives, and verbs in the vocabularies.

A certain number of Latin words yielding the most English derivations are to be developed in class under the direction of the teacher, and the words thus derived should be used in phrases and sentences; for it cannot be said that a pupil has thoroughly mastered a word until he can use it correctly. Pupils are taught to develop English words from the present and participial stems of the most productive new verbs in the vocabularies, by applying the Latin-English affixes already studied. If additional affixes are needed so as not to restrict too much the field of derivative work, they should be given in their English form, and no attempt be made to utilize them in forming Latin words. Each derivative is defined according to prefix and root.

A list of the most productive Latin words which readily admit the addition of prefixes and suffixes is here given to serve as the basis for directed study in class. The first nine alone are said to yield over two thousand English derivatives.

a pono, fero, capio, mitto, teneo, dueo, *plieo, *specio, *tendo

*b caput, dieo, facio, habeo, eo, magnus, manus, pars, sequor, video

Example of Word-Building

pono, *PON*ere, posui, *POSIT*us, *place*, *put*

- (1) com-, de-, ex-, op-, pro-*PON*-ent
com-, ex-, im-, pro-*POUND*

(2) ap-, com-, de-, ex-, im-, inter-, op-, pre-, pro-, sup-, trans- *POSIT*-ion; com-, ex-, *POSIT*-or; de-*POSIT* -ory, -ary; *POST*-age, -al, -ure; im-*POST*-or, ure, etc.

(*) May be postponed until second year

E Inflections. In a highly inflected language like Latin a thorough mastery of forms is necessary if real progress is to be made. A large majority of the pupil's troubles in syntax can be traced directly to a faulty knowledge of inflections. It is most desirable, however, that the pupil be introduced to the various inflections slowly, and be led to master them by forming short phrases and clauses.

The following is given as an irreducible minimum of forms to be learned:

1 Nouns. The nominative and genitive singular and the gender of every new noun are carefully noted when first encountered in the vocabulary, and every quiz includes these essentials. It is urged that teachers always keep in mind that the association of an adjective with a noun, for instance, will establish a more lasting impression of gender than the mere memorizing of the gender as designated in the vocabularies.

While teaching the five declensions, as outlined above, teachers may well omit the vocative and locative cases and such rare forms as *deabus* and *filiabus*, the double declension of nouns like *deus* and *domus*, as well as the declension of neuters of the third declension, except *mare* and nouns of the *corpus* and *-men* types.

2 Adjectives. It is essential that the declension and comparison of regular adjectives (including the *pulcher*, *miser*, *facilis* types), and of *bonus*, *malus*, *magnus*, *parvus*, and *multus* be mastered.

3 Pronouns. The inflection of the relative, interrogative, demonstrative, and personal pronouns should be taught. The study of indefinite pronouns (except *aliquis*, *quis*, and *quidam*), and of the demonstrative *iste* may be deferred.

4 Verbs The pupil must master the personal endings and tense-signs and develop the tense systems from the principal parts of the verb. The four conjugations are to be learned, active and passive, indicative and subjunctive; infinitives (except future passive), and participles (except gerundives).

Sum and *Possum* are to be learned. Other irregular verbs, save for selected tense forms, may be taught as encountered in reading. The beginner is easily bewildered with a mass of irregularities.

Omit the gerunds, supines, and the periphrastic conjugations as well as the future imperative, the shorter forms in the passive second person singular, and in the perfect active third person plural. The present imperative may be taught if needed.

In assigning synopses covering verb forms as far as studied, it is desirable that the third person singular and plural be stressed rather than the first and second, for the latter are comparatively insignificant for general reading purposes.

5 *Adverbs.* The regular formation of adverbs from adjectives is taught as encountered in the reading. The comparison of adverbs, including *bene*, *male*, *magnopere*, *multum*, *parvum*, is also necessary.

6 *Prepositions.* The eleven prepositions which are used as prefixes in both Latin and English (see D 1.a) together with the cases which they govern, are made the basis of continued drill.

F *Syntax.* Since syntax is a question of context rather than of rules, the teaching of its principles is based so far as possible upon a study of the Latin text. The pupil, in other words, first meets the construction in practice before he is given its label or technical name. Only rarely will one such meeting suffice to make the conception of the grammatical relation at all definite. Much practice and experience on the part of the pupil must precede attempts of the teacher to give abstract grammatical terms.

1 *Agreement*

- a Verb with Subject
- b Adjective with Noun
- c Pronoun with Antecedent
- d Appositive

2 *Noun-Syntax.* By the end of the first year an appreciation of the following conceptions should have been developed:

- a Nominative: Subject; Predicate
- b Genitive: Possessive; of the Whole
- c Dative: Indirect Object; with special Verbs and Compounds
- d Accusative: Direct Object; Subject and Predicate of Infinitive; with Prepositions
- e Ablative: Cause; Means; Time; with Prepositions; Accompaniment; Agent; Manner; Place from Which; Place Where

3 *Verb-Syntax.* By the end of the first year, *in addition to the regular uses of the verb common to English and Latin*, the pupil should have learned the following conceptions peculiar to the Latin:

- a Regular Sequence of Tenses
- b Indicative: *quod* Causal Clause
- c Subjunctive: Purpose with *ut* or *ne*; Result with *ut* or *ut non*; Indirect Question; *eum* Clause of Situation
- d Infinitive: Indirect Statement
- e Participle: Ablative Absolute

G Oral Work. It is recommended that oral exercises constitute an important part of the Latin work of the first year. The associations of the ear then re-inforce those of the eye. In fact, Latin sentences that are read to the pupil and are at once translated by him give a sense of the vitality of Latin not gained in any other way. At first the Latin sentences of the review may be used for this purpose; during the second half of the year, however, practice in translating easy new material in this way is urged. The English exercises of the review lesson may be reproduced in Latin with the books closed.

H Written Work. Daily practice in writing Latin will give the pupil a clearer insight into the true function of syntax and of inflections than will the recitation of rules. The English exercise of each lesson should, however, be taught orally in class before it is assigned as written work. Such oral exercises vitalize the written work and make it more than the mere thumbing of a dictionary. The exercise of the text may be supplemented by the teacher with short and easy sentences. The Latin exercises will furnish this material. The pupil may also be encouraged to test his own work by re-translating into English the Latin sentences which he has written.

I Latin Reading. In addition to the Latin exercises in the textbook it is recommended that not less than twenty pages of easy connected Latin be read during the first year. Most beginner's books provide such material. Some teachers may wish to use the selections in *Fabulae Faciles*, *Viri Romae*, *Phaedri Fabulae*: Lib. I, II, IV, VIII, IX, XIV, XXVII, etc.

J Sight Translation. To insure proper methods of attack on Latin sentences and to develop confidence in the ability to translate and understand Latin, sight translation is begun very early and is continued throughout the course. At the very beginning of his study the pupil reads the Latin sentence or paragraph at first as a whole, and while doing this so far as possible catches its meaning. He is led to acquire the habit of suspending judgment until the end of the sentence or of smaller thought-units is reached. He then attacks each sentence clause by clause and phrase by phrase, subsequently each phrase or clause word by word, making certain as he proceeds that he knows the possibilities of form and meaning of the words encountered. In brief, he learns to consider each word in its relation to what has preceded it and in its probable relation to what is to follow; he tries to determine its meaning from the context, from association with an English derivative, from its resemblance to a related Latin word, or by analyzing the word, if a compound; he does not look up its meaning in the vocabulary until he

has exhausted all his own resources. Finally, he applies the test: Does my translation make sense? When the pupil has obtained the exact meaning of the selection in this way, he expresses it in idiomatic English. (For model lesson, see L. 4)

K. Historical Background. It is expected that the pupil who studies Latin will acquire some knowledge of the great characters, movements, and dramatic events of Roman history, and of their influence upon our times. While instruction in this field must remain largely incidental, most teachers will find it imperative to devote more than passing notice to Roman legends, biography, anecdotes, and the outstanding events of Roman history. Not only is it desirable that all connected passages for translation deal with classic life and themes, but that some collateral reading in English be required, supplemented, when possible, with an occasional lantern lecture by the teacher. The pictures in the beginners' book may be made the basis for short talks by the teacher or be assigned to pupils as subjects for private study. If the school is fortunate enough to have a Latin Club, the programmes will naturally be devoted largely to vitalizing material of all sorts (see Paxson's Handbook for Latin Clubs). In schools which do not have a Latin Club, it is suggested that the teacher plan a series of Five Minute Talks, to be given one a week throughout the year, and that the pupils be required to take notes on such topics as the following, illustrated wherever possible by prints and photographs:

a Descriptive and General

Religion of the Ancient Romans: Vestal Virgins, Augurs, Auspices

Home Life in Old Rome

School Studies of Roman Children

Roman Games and Amusements

Arches and Aqueducts

Roads and Travel

Rome, the Eternal City

The Forum and Colosseum

Pompeii, the Buried City

Roman Myths and Legends: Romulus, Horatius, Coriolanus

Roman Books and Writing Materials

Short Talks about Latin Authors

b Biographical and Historical

Our debt to the Romans and their Language

Modern Descendants of the Romans: Italians, French, Spanish, Portuguese, Rumanians

Early Rome: The Kings
 Brutus and the Establishment of the Republic
 Growth of the Rights of the Plebeians
 Spread of the Republic over Italy: Fabricius, Manlius, Cincinnatus
 Struggle with Carthage: the Scipios, Cato Fabius, Regulus
 Roman Control of the Mediterranean World
 Growth of Popular Rights: the Gracchi
 Civil War: Marius, Sulla
 Downfall of the Republic: Cicero, Pompey, Caesar
 The Government under the Empire

L Methods and Teaching Devices.—1 Lesson-Planning. Success in the teaching of Latin depends on careful lesson-planning. Progressive teachers work over the subject-matter of their various courses, outlining assignments by months and weeks. The work for each day is planned with care, illustrative material is prepared, and the points to be emphasized are clearly determined in advance.

2 The Assignment. Teachers are becoming more and more careful in assigning the advance lesson. They make the assignment at the beginning of the recitation period and spend enough time upon it to show their pupils how to attack individual problems, how to become self-reliant, and how to prepare their lessons. While the assignment is being made teachers help their pupils over difficulties of form and construction, the study of which has been deferred to some later period.

3 Derivative Notebooks. The following types have been found helpful:

a Related Latin Words and English Derivatives. The pupil uses a wide page and rules it for three columns, as follows:

Latin Word	Related Latin Words	English Derivatives
voco, vocare, vocavi, vocatus, <i>call</i>	convoco invoco revoco provoco vox etc.	convvoke, convocation invoke, invocation revoke, revocation provoke, provocation vocal etc.

Related Latin words with their derivatives are added as encountered in later vocabularies.

b English Derivatives with Root-Meanings. The pupil enters selected Latin words in his notebook and writes derivatives with definitions, under-scoring the root-meaning:

Latin Words	English Derivatives
capiro, capere, cepi, captus, <i>take</i>	<i>captive</i> , one <i>taken</i>
	<i>capable</i> , able to <i>take</i>
	<i>capacity</i> , amount <i>taken</i>
	<i>captious</i> , <i>scizing</i> upon
	fault-finding
	<i>accept</i> , <i>take</i> to (one's
	self), <i>receive</i>
	<i>except</i> , <i>take</i> out, exclude

As far as practicable every derivative is used by the
pupil in a phrase or sentence.

4 A Type Lesson in Sight Translation (See J). From the beginning, the pupil is led to see he is learning to understand a Latin sentence just as the Romans did, gaining a tentative meaning of its various elements but reserving final judgment as to forms, meanings, and constructions until the end of the passage has been reached. It was, of course, impossible for a Roman, while listening to a speech, to search for the subject, then for the verb, and so on. Nor is the pupil, though just beginning to study Latin, to be allowed to proceed in such a mechanical way.

Let the following sentence serve as an illustration. *Caesar, his rebus impulsus, equitatum omnem prima nocte ad castra hostium mittit.* The class or individual pupil first reads the sentence as a whole, without making any effort at translation. However, while reading the Latin in this way, he makes every effort to gain its meaning. The sentence is then studied in detail. As soon as possible, facts like those noted below are elicited by means of question to the class, all the pupils participating in the work. At the beginning of the course, the teacher might proceed as follows:

Caesar: Noun, nominative singular masculine, meaning 'Caesar.' Since it stands first in the sentence, and is nominative, it is probably the subject.

his rebus impulsus: *his rebus* naturally go together, both being in the dative or the ablative plural. They are probably ablative of means with *impulsus*. Since there is no possible use of the dative with the participle, it is probable that *impulsus*, being a perfect participle in the nominative singular masculine, agrees with Caesar, though this can not yet be regarded as certain. *Rebus* has so many meanings that only the context can show which is correct. Connect *impulsus* with English 'impulse' and 'impel.' A tentative translation

of the sentence so far may now be made: i. e., 'Caesar, urged by these things, facts, circumstances.' If constructions of the dative and the ablative are suggested the teacher will eliminate them by reference to *impulsus*.

equitatum omnem: Case? Accusative singular masculine. Construction? Probably direct object of a verb occurring later in the sentence, as no preposition precedes. Hint: Watch for a transitive verb. Meaning? 'all the cavalry'.

prima nocte: Case? Ablative singular feminine. Construction? Obviously ablative of time when or within which, probably the former, on account of *prima*. Meaning? 'In the first part of the night,' 'at night-fall.' An idiom which illustrates the danger of jumping at conclusions with regard to meanings.

ad castra hostium: Case? *Castra* may be nominative or accusative plural neuter; but since the word follows *ad*, its interpretation as a nominative becomes immediately impossible. Because of its case ending the form of *hostium* must be that of the genitive plural. The possessive is its only reasonable construction. Meaning? 'to the enemy's camp'.

mittit: Forms? Third singular present indicative active of a transitive verb. Use? As the last word in the sentence has been reached, it must be the main verb; and as Caesar is the only nominative, *Caesar* must be the subject. Meaning? 'sends.' All the parts of the sentence now fit together perfectly, and suspense is ended.

The translation of the complete sentence, with due attention to the context and to English idiom, will be something like this: 'Caesar urged by these facts (circumstances, considerations, etc.), sends (sent) all the cavalry to the enemy's camp at evening.' Since this meets the final test. "Does my translation make sense?" it may be regarded as acceptable.

At the beginning each step is taken consciously, to insure recognition of all the possibilities of form, meaning, and construction; but if sufficient drill is given these processes will become automatic.

5 *Word-Bee*. For teaching vocabulary the teacher divides his class into two teams with a captain for each side, and announces that on a given day a word-bee will be held, based on all the vocabularies thus far studied. A scorer is chosen to record the number of failures by pupils and teams. Much time is saved if cards, showing the English words in large letters, are held before the class. A

word is counted as missed if the pupil fails to give correctly essential facts about it, i. e., if it is a noun, its nominative, genitive, and gender; if it is a verb, its principal parts.

This device is useful also in the teaching of forms.

6 *Flash Cards and Graphic Devices.* Flash or perception cards are helpful in teaching vocabularies, forms, tense-signs, and endings. Colored crayons are used effectively in board work to indicate inflectional changes.

7 *Motto Boards and Bulletin Boards.* A motto board with a set of metallic letters furnishes an effective means for bringing short phrases and famous quotations before the class.

The classroom of the progressive teacher has its bulletin board where are posted items of interest concerning Latin, including cartoons, advertisements, myths, etc.

8 *Scrap Books.* Pupils may be encouraged to make scrap books by collecting Latin words and phrases, cartoons, advertisements, etc., from magazines and newspapers. A part of the Derivative Notebook may be reserved for such material, especially if the loose-leaf variety is used.

M Adaptations to the Junior High School.

1 It is advisable that the teacher, first of all, assume that the pupil has but slight knowledge of technical English grammar. Therefore, the analysis of the simple sentence, as well as the meaning and use of the simplest grammatical terms must be taught. Wherever possible, graphic devices, such as diagramming, etc., are employed with telling effect.

2 The minimum amount of work ordinarily covered by ninth grade pupils is extended over a much longer period, ranging from three to four half-years.

3. Less insistence is placed upon syntax and more emphasis upon forms and vocabulary.

4. The lesson assignment is shorter. The amount of easy reading matter, such as short stories and fables, is increased, and the amount of composition ordinarily taught in the ninth grade is reduced.

5. There is a great deal of oral work. Oral contests on vocabulary and on forms are held frequently. Pupils are encouraged to use short Latin sentences in conversation. For this work the vocative and the present imperative will be needed. An occasional use of the direct method, that is, teaching Latin without the use of English, will serve to stimulate interest even further.

6 Most beginners' books now contain a Latin version, with the music, of *America* or of the *Star Spangled Banner*, as well as the best known student Latin songs such as *Gaudemus Igitur* and *Integer Vitae*, and the Christmas hymn, *Adeste Fideles*. These may be used for special occasions, in order to add life to the class exercise.

7 The dramatic instinct of the child must be recognized wherever possible by the introduction of occasional games, dialogues, and plays in Latin. A number of short, simple plays are now available for first-year pupils. One or two such plays may be presented in costume during the year before patrons and school. This is an excellent way to teach Latin pronunciation, vocabulary, and forms.

Many of the hints that are given here for the adaptation of the Syllabus to the Junior High School, are equally valuable if applied in the Four-Year High School.

SECOND YEAR

A Aims

- 1 To give the pupil increased power to read Latin
- 2 To broaden the pupil's knowledge of English
- 3 To continue introducing the pupil to those aspects of Roman life and thought which have most profoundly influenced our civilization

3 *Vocabulary.* The vocabulary of the second year consists of 500 new words, 250 of which are prescribed. The other 250 may be selected from the particular textbook in use.

For instruction as to the use of the vocabulary and the learning of derivatives, see the First Year Syllabus.

accuso	autem	cogo	credo
acies	auxilium	cohors	cum (conj.)
administro		colloco	euro
admiror	barbarus	commodus	cursus
aggredior		communis	
agmen	eado	compleo	
alius	carus	complures	decimus
ancora	castellum	concilium	demonstro
animus	castra	confido	densus
ante	casus	congredior	desero
appello,—are	celer	conor	despero
apud	celo	conspicio	despicio
armo	circiter	conspicor	dies
at	circum	consuesco	dignus
atque	classis	consumo	diu
aut	coepi	continuus	duo

egredior	iter	paenitet	sic
eques	iubeo	pauci	silentium
equitatus	iudico	paulum	silva
etenim	iungo	perpetuus	sine
etiam	iustus	perspicio	singuli
exercitatio	ius	pes	species
expedio		placeo	statio
experior	laetus	planus	statuo
exsisto	largus	polliceor	studeo
extra	legatus	portus	subitus
	lieet	postulo	subsidium
facultas	lingua	praesidium	superior
fallo		premo	supero
fames	mando	premium	suscipio
familia	materia	privō	suspicio
fas	mensis	proelium	suspicor
faveo	mercator	proficiscor	
fero	mereo	progredior	tamen
finitimus	militaris	prope	telum
firmus	minuo	propter	temporo
floreo	modus	propertea	tempto
flumen	mos	prospicio	tendo
forma	munio	publicus	terreo
frater		pugna	tertius
frequens		pugno	trado
frons	nam	puto	tres
fructus	nascor		tum, tune
frumentum	necessarius	quaero	
	uecessere	quam	ubi
gero	neglego	quartus	ullus
gubernator	neque, nec	quidem	urgeo
	'nihil	quies	usns
hora	nisi, ni	quin	uter
hibernus	nosco	quinque	uterque
hospes	novem	quisquam	
humilis	nox	quisque	vaco
	nullus	quod	valeo
iam	nuntius		valles
ibi		rarus	varius
idem	obses	recens	vasto
impedio	occasio	regio	velum
indico	occeasus	renovo	verso
inferior	occurro	reperio	verto
insisto	oceanus	respicio	verus, vero
interficio	octo		vicus
interim	officium	salus	vinea
interior	omnis	sed	voluntas
introduceo	opinio	senatus	vulnus
invito	oppidum	sententia	
ita	opportunus	septem	
itaque	orior	sex	
item	oro	si, sin, sive, seu	

C Word Study

1 Latin Word-Formation.—a Prefixes. To the prefixes assigned for study during the first year may be added the following:

(1) ante, before		
ante-edo, go before		antecedent
(2) inter, between, among		
inter-edo, go between (interven)		intereede
(3) post, behind, after		
post-pono, place after		postpone
(4) trans, tra, across, through, beyond		
trans-fero, bring across		transfer
tra-do, give over		tradition
(5) Circum, around		
circum-venio, surround		cicumvent
(6) dis, apart, at intervals; sometimes negative in effect		
dis-pono, place at intervals		dispose
dis-ficilis, not easy		difficult
(7) re, red, back, again		
re-ieio, throw back		rejeet
red-imio, buy back		rcdeem
(8) se, sed, apart, without		
se-eurus, without eare		secure
sed-itiio, a going apart (revolt)		sedition

b Suffixes. During the second year a detailed study of words formed by the addition of suffixes to noun, adjective, or verb stems is recommended. The following outline will enable the teacher to guide his pupils in making helpful associations in Latin and in English word-formation:

(1) Nouns from Adjectives		
(a) -tas, Eng. -ty, denoting state or quality nobili-tas from <i>nobilis</i> , state or quality of being <i>high-born</i>		mobility
(b) -tudo, Eng. -tude, denoting quality fortitudo from <i>fortis</i> , quality of being brave		fortitude
(2) Nouns from Verbs		
(a) -tor (-sor), Eng. -tor, -sor, with the verb stem as it appears in the past participle, denoting the agent or doer victor from <i>vineo</i> , <i>victus</i> , one who conquers		victor
		divisor from <i>divido</i> , <i>divisus</i> , a divider
(b) -tus (-sus), denoting act, condition, or result of sta-tus from <i>sto</i> , result of standing		status
		eensus from <i>eenseo</i> , result of judging or determining
		exitus from <i>exco</i> , act of going out
(c) -io, Eng. -ion, added to present base or participle stem, denoting the act or fact of suspie-io from <i>suspicio</i> , act of mistrusting or looking at from beneath		suspicion
		erupt-io, <i>eruptus</i> from <i>erumpo</i> act of breaking out
(3) Adjectives from Verbs		
-ilis, -ibilis, Eng. -ile, -bile, -ble, denoting capability fae-ilis from <i>facio</i> , capable of being done		facile
eredi-bilis from <i>credo</i> , believable		credible

(b) -idus, Eng. -id, denoting *state* or *settled condition*
 tim-idus from *timeo*, being in the state of *fear* timid

(4) Adjectives from Nouns
 -osus, Eng. -ose, -ous, *full of*, ioe-osus from *ioeus*, full of *jest jocose*
 pericul-osus from *periculum*, full of *danger* perilous

These suffixes may be developed or reviewed by requiring the pupil to suggest the probable Latin form of each of a list of English words involving them, as follows:

English Word	Latin Word	.
<i>liberty</i>	<i>libertas</i>	
<i>multitude</i>	<i>multitudo</i>	
<i>nation</i>	<i>natio</i>	
<i>noble</i>	<i>nobilis</i>	

2—*English Word-Derivation.* The most productive words in the vocabulary of the second year may be used for the study of English derivatives. This work should at all times be free and spirited—not too formal. It is well to have the pupil informed beforehand of the words to be discussed, and to train him to make constant use of both Latin and English dictionaries.

In addition to the list of words given in the Syllabus of the First Year, the following words will be found fruitful for the study of English derivatives, and may be used in building word-groups, in accordance with the plan recommended for the work of the first year; *ago*, *cado*, *cedo*, *do*, *fugio*, *ius*, *liber*, *modus*, *moveo*, *nosco*, *omnis*, *pes*, *porto*, *rego*, *similis*, *sto*, *sum*, *verto*.

Note: In forming English derivatives, pupils must be taught that the Latin diphthongs *ae* and *oe* are regularly replaced by *e*: e. g., *edifice* from *aedificium*, *penal* from *poena*; but that the diphthong *ae* is usually retained in proper names and in learned terms, as *Caesar*, *aedile*. It is suggested that attention be drawn to the fact that English noun derivatives are to be traced to the stem of the genitive.

D Inflections. The work of the second year begins with a thorough review of all inflections previously learned.

New forms are taught as needed. This applies particularly to the vocative and locative cases, the present imperative mood, and the more common irregular verbs not already studied in the first year: e. g., *volo*, *nolo*, *malo*, *eo*, *fero*, *fio*. Adjectives with the genitive in *-ius* and the dative in *-i* now receive attention. The gerund and gerundive are important, but the supines may be omitted. Irregular forms and words that occur so infrequently as not to deserve treatment, such as Greek nouns, the special nouns *deus*, *bos*, *Iuppiter*, *senex*, *caro*, and *os*, as well as the rarer indefinite pronouns *quibus* and *quilibet*, may likewise be omitted.

Frequent drills on forms, insure accuracy and speed. Daily assignments of selected words are recommended for practice in writing declensions and conjugations. The latter include the subjunctive, infinitive and participial forms, both active and passive.

E Syntax. After a review of the constructions of the first year, the following constructions and topics should be mastered by constant drill in oral and written sentences:

1 Noun-Syntax

- a Genitive: Descriptive; Material; Objective
- b Dative: Service; Agent; Reference; Possessor; with Adjectives
- c Accusative: Duration or Extent; Limit
- d Ablative: Separation; Respect; Accompaniment; Description; Degree of Difference; with the Deponents, *utor, fruor*, etc.

2 Verb-Syntax

- a Time Clauses with *postquam*, etc.
- b Clauses of Purpose with the Relative
- c Volitive Substantive Clauses
- d Substantive Clauses of Result
- e Substantive Clauses with *quod*
- f *Cum* Clauses of Cause and Concession
- g Simpler Subordinate Clauses in Indirect Statement
- h Infinitive as Subject
- i The Gerund and Gerundive Construction of Purpose
- j Passive Periphrastic Conjugations

F Latin Reading. While the amount of text to be read during the second year should be equivalent to the first four books of Caesar's GALLIC WAR (about 100 Teubner pages), considerable latitude is desirable with regard to choice of subject matter. During the first half year many teachers will doubtless prefer a wide range of easy reading selected from *Fabulae Faciles*, the *Gradatim*, *Viri Romae*, *Eutropius*, *Nepos*, et al. Several Latin Readers, with graded text and notes from these and other sources, are available. Some teachers will prefer to follow an eclectic course based upon Caesar's Commentaries alone. Accordingly, two courses are suggested below which are intended to meet the needs of both groups of teachers. Any methodical selection of the prescribed amount, however, will be satisfactory.

1 Course One

- a Latin Reader (First three months) Simple Latin stories as an introduction to connected narrative

b Caesar's Gallic War (Last six months)

 Book I Helvetian War, chaps. 1-12; 21-29

 Book II Entire

 Book III War with the Veneti, chaps. 7-16

 Book IV First Invasion of Britain, chaps. 20-36

 Book V The Attack on Cicero's Camp, chaps. 39-52

 Book VII Siege of Alesia and Surrender of Vercingetorix, chaps. 68-89

2 Course Two

Caesar's Gallic War

 Book I Helvetian War, chaps. 1-12, 21-29

 Book II Entire

 Book III War with the Veneti, chaps. 7-16
 Crassus in Aquitania, chaps. 23-27

 Book IV First Invasion of Britain, chaps. 20-36

 Book V Second Invasion of Britain, chaps. 1-23
 Revolt of Ambiorix and Rescue of Cicero,
 chaps. 24-52

 Book VI Second Invasion of Germany and Customs
 of the Gauls and Germans, chaps. 9-29

 Book VII The Uprising under Vercingetorix, chaps.
 1-15. Siege of Alesia and Surrender of Ver-
 cingetorix, chaps. 63-89

Note: If the teacher briefly summarizes the events described in the omitted portions of each book, the continuity of the narrative will be preserved for the pupil. It is desirable that pupils make frequent summaries of the text read, in order to keep the thread of the narrative constantly in mind. At the end of a book of Caesar, the teacher may, by means of a set of questions, call attention to points of special interest and of historical significance.

G Sight Translation. Full directions for sight translation were given in the Syllabus for the First Year. These may be followed in the second-year work. The following should be carefully noted:

Caesar's style, while simple and direct, is more complicated than that usually encountered in the beginner's books. In attacking a new sentence, particular attention must be paid to the thought-units and word-groups. The first step is to read the sentence through for the purpose of gaining its meaning as a whole. The pupil then ascertains the points of division that break up the sentence into its major thought-units. The latter, in their turn, are broken up and are attacked bit by bit. In analyzing a complex sentence, the pupil is taught to translate a subordinate connective with the nearest verb unless a second subordinate connective occurs before the first thought

unit has been completed. In the latter case the first verb encountered will be grouped naturally with the nearest connective, and the second verb with the first connective. The subject of the main clause has more or less freedom of position. It may or may not stand first. Its verb, on the other hand, usually stands last. When the pupil has reached the end of the sentence he should re-read it in its entirety. The logical and grammatical connections between sentences must be made clear, and every means be adopted to insure a full understanding of every sentence by itself and its context.

H Latin Writing. Since the chief purpose of Latin writing is to fix vocabulary, forms, and grammatical principles in the pupil's mind, the best results will be obtained if the English exercise is first discussed in class, sentence by sentence, point by point, and then translated orally into Latin by individual pupils. After the exercise has been thus discussed and translated it is written on the blackboard by some pupil or pupils who have not taken part in the oral work. It is then corrected by the class in coöperation with the teacher. It is suggested that the pupils be encouraged to memorize the short model sentences given in the prose book to illustrate idioms and syntax. While the amount of time devoted to Latin writing will depend largely on the needs of the class, a minimum of approximately thirty full-period lessons is recommended.

The method used in teaching composition will be determined largely by the type of textbook used. The following two ways are suggested:

1 Latin writing is treated in direct connection with the text, emphasizing vocabulary, inflections, and important constructions of the assignment for translation. This plan calls for a daily assignment of at least two or three sentences.

2 A systematic development of syntax, one construction at a time, with a large number of sentences illustrating each new construction, has the advantage of massing illustrations of a principle until the principle is mastered. It presupposes a regular assignment of lessons. Teachers who use this method, ordinarily set aside one day each week for Latin writing.

I Historical Background. 1 A discussion of some of the following subjects will lead to a better understanding and appreciation of the narrative of Caesar:

The Proconsular System

The Struggle between the Optimates and the Populares before Caesar's Time

Trade Routes in the Mediterranean Basin

The Helvetian Movement as a Type of the Westward Migration

The Geography of Western Europe before Caesar's Time

The Permanent Results of Caesar's Conquest in the West

The Importance of the Gallic Campaigns in Caesar's Career

The Personality of Caesar

Caesar as a Model for Later Monarchs

2 It is suggested that the teacher require his pupils to make a careful study of the following topics:

Main Facts of Caesar's Life

Outline of Political Conditions at Rome in 58 B. C.

General Results of the Extension of Roman Civilization upon modern Europe, and so upon our own Country

3 The teacher may further plan brief talks by pupils on subjects like the following:

The many-sided Caesar

Our Debt to Caesar

Caesar, Rome's Greatest General

Roman Occupation of England

The Druids

The Civilization of the Gauls

Caesar as a Patriot

Caesar's Treatment of his Enemies, Public and Private

4 If the school has a lantern, it is suggested that the teacher arrange to give an illustrated talk dealing with interesting phases of Roman private and public life or with Caesar's Gallic and Civil campaigns.

5 Models made by the pupils from the illustrations in the school text, contribute to an understanding of the equipment of the Roman army. Judson's CAESAR'S ARMY is a source-book for information concerning Roman engines of war, etc. Boys have been found ready to make models of the *hasta*, *pilum*, and *gladius*; *vinea*, *corpio*, *ballista*, *aries*, *turris ambulatoria*, etc., while girls have made a *vexillum*, or have dressed dolls to represent a *miles*, a *legatus*, an *imperator*, etc.

6 Extra Work for Exceptional Pupils. In many classes there are certain pupils of superior ability who find the daily assignments insufficient. For such pupils teachers prepare a series of numbered cards for individual study outside the class. These cards represent a thorough review of forms, the translation of interesting portions of the text not to be read in class, short papers on topics suggested by the text, etc. For these papers the following topics are suggested:

- a Character of Caesar, as revealed by himself, with emphasis upon use of primary sources
- b Other Opinions of Caesar: e. g., Cicero's, Napoleon's
- c Significance of Caesar's Invasions of Britain in National History and in Language:
 - (1) Roman Remains in England: e. g., The Great Wall; Roman Museum at York (the "altera Roma"); Roman Baths at Bath; Antiquities at Aldborough, etc.
 - (2) English Words which illustrate the early Roman Contribution to the Language of the Britons.
- d Caesar's Conquest of Gaul:
 - (1) General Effect upon Gaul
 - (2) Specific Results in Language
 - (3) Roman Remains in France
- e Importance of Regions in Ancient Gaul and Germany as Battlegrounds in European Wars
- f General Estimate of Caesar's Work
- g Caesar in Drama, Ancient and Modern

J Methods and Devices.—1 Outline Maps. The teacher constructs an Outline Map for classroom use on which the progress of a campaign is recorded from day to day. Members of the class supply such details as the names of the towns and people mentioned in the text, the relative positions of the armies, the battle sites, etc. The use of different colored crayons as well as of colored pins and flags will visualize the territory covered and the relative positions of the contending forces.

2 Planning and Assignment of Lessons. (a) It is necessary that the teacher have a definite plan for teaching the essentials of syntax outlined in this syllabus. The best results will be achieved if the pupils are allowed to attack one difficulty at a time. Since random quizzing leads to meager results, the constructions in the advance lesson that merit special study should be clearly indicated when the lesson is assigned. It has been found helpful for the pupils to enter such constructions in a notebook to assure systematic study.

(b) Special drill is furnished if the teacher dictates two or three short English sentences involving the new constructions, and has them submitted in Latin on the following day; see Second Year H. 1.

(c) The lesson of the preceding day is included in the new assignment, and is placed first in the subsequent recitation.

(d) During the first two or three months; at least, of the second year many teachers find it of great value to spend considerable time on the assignment for the following day. The assignment is made at the beginning of the recitation period, and the pupil is shown

how to attack new sentences, how to use the vocabulary, notes, and grammar; how to look up references and allusions, and how to make an idiomatic translation. Such an extended assignment affords the teacher an excellent opportunity to teach the pupil *How to Study*.

3 Recitation Hints. (a) It is urged that the pupil be allowed to translate the entire passage assigned to him without interruption from the teacher. The teacher's corrections and comments should follow the pupils's work, lest the pupil learn to depend upon such assistance.

(b) As soon as a definite portion of text has been read by the class, it should be re-read rapidly, either by the teacher or by the pupils. In the latter case the text may be divided and assigned in advance to individual pupils.

(c) If the pupils translate one sentence or clause at a time with the book closed, the daily reviews may be conducted with excellent results. The teacher breaks up the longer sentences into their thought-units and is careful to phrase and enunciate clearly.

The pupil's ear is thus trained, and word order and constructions assume a new importance. No pupil can look ahead while another is reciting, and all must prepare every sentence of the review before coming to class. The review lesson can be completed by this method as quickly as in the conventional way when books are open.

4 Verb Blanks. Time is saved for the pupil and teacher alike if blank forms are used for all verb work required in writing. Verb blanks are especially convenient for the preparation and grading of synopses, but they should likewise include spaces for all verb forms. If printed verb blanks cannot be secured, mimeographed copies, prepared by the teacher, will be found to be satisfactory.

THIRD YEAR

A Aims

- 1 Increased power in reading Latin
- 2 Greater facility in the use of English
- 3 Some comprehension of political and social conditions in ancient Rome, as a background for an understanding of ancient and modern problems.

B Vocabulary. A minimum of 500 new Latin words, to be determined by the teacher and to be based upon the content of the reading course. These words should be memorized by the pupil as a part of the regular lesson assignment.

C Word Study

1 Latin Suffixes
a Nouns

(1) From Adjective Stems

-ia, -tia (denoting *quality or condition*)
audac-ia (*audax*, bold)

(2) From Verb Stems

-ium (denoting an *act or the result of an act*)
aedifie-ium (*aedificare*, build)

-men, -mentum (denoting the *means or instrument of an action, or the result of the act*)

tor-mentum (*torquere*, hurl)

-crum, -trum (denoting the *means or instrument of an action*)

simula-crum (*simulare*, represent)

-or (denoting a *physical or a mental state*)

timor (*timere*, fear)

b Adjectives

(1) From Noun Stems *-tus, -atus* (denoting *supply*) *al-atus* (*ala*, wing)(2) From Noun or Adjective Stems *-cus, icus, -anus, -inus, -ilis, -alis, -aris, -arius*, (denoting *belonging to, connected with*)

2 Latin Verbs

a From Noun or Adjective Stems
Denominatives

nominare (*nomen, nominis*)

b From Verb Stems

(1) *Inceptives*

-esco (denoting *entrance upon a state or an action*) *calesco*, grow warm (*calere*, be warm)

(2) *Frequentatives, or Intensives*

-to, (-so), -ito, -tito, (-sito)
(denoting *repeated or intense action*)
cursito run to and fro (*currere*, run)

Continuous drill on Latin words of frequent occurrence, especially on such words as have been prolific of English derivatives, together with a study of the formation and the meaning of these derivatives.

1 Equivalent English Endings
a Nouns

-ship, -(t)y, -ness,
-ee: e. g., boldness, justice

Some loan words: e. g., *odium*, *odium*

—ment: e. g., *document*, *testament*

.....,

b Adjectives

-ed: e. g., winged, horned

-ic, -an, -ane, -in, -ine, -al, -ar, -ary

2 English Verbs

Often a noun form used as a verb: e. g., to war

.....

.....

.....

D Inflections

- 1 Review of forms previously studied, including irregular verbs
- 2 New forms: syncopated forms, personal ending in -re, future imperative, active periphrastic conjugation

E Syntax

- 1 Review of constructions previously studied

- 2 New Constructions

a Noun-Syntax

- (1) Genitive: with Adjectives
- (2) Dative: Separation
- (3) Accusative: Adverbial; Exclamation
- (4) Locative
- (5) Ablative of Comparison
- (6) Vocative

b Verb-Syntax

- (1) Irregular Sequence in Result Clause
- (2) Independent Uses of the Subjunctive: Hortatory; Jussive; Deliberative; Potential; Concessive
- (3) Relative Clause of Characteristic
- (4) Relative Clause of Result
- (5) Relative Clause of Cause
- (6) Clause of Proviso
- (7) Clause of Concession with *etsi*, etc.
- (8) Clause of Time with *dum*, etc.
- (9) Substantive Clause with *quin*
- (10) Substantive Clause after Verbs of Fearing
- (11) Subjunctive of Attraction
- (12) Complex Sentences in Indirect Statement
- (13) Conditional Sentences in Direct Statements

Note: Construction of the Composition assignment should be emphasized in the translation work.

F Latin Reading. While two courses, the one, traditional, the other, eclectic in type, are here suggested for the teacher's choice, any careful selection of reading matter will be satisfactory, provided it represents the prescribed amount of 100 pages, and is of similar character. It must be kept in mind that any course, based solely upon the "Orations," presents but one side of Cicero.

- 1 *Course One* (Based on Cicero's Orations) 100 pages from the following:

In L. Catilinam I-IV
Pro Lege Manilia

Pro A. Licino Archia
 Pro M. Marcello
 Pro Q. Ligario

2 *Course Two* (Eclectic Course) 100 pages selected from any of the passages cited in Course One and from any of the following:

De Senectute
 Tusculanae Disputationes
 In C. Verrem
 Epistolae (Ad Fam. V. 7; Ad Att, III, 3, 4, 2, 7, 27; Ad Fam XIV, 4, 1, 17, 18)
 Somnium Scipionis
 Sallust, Cat. 51; 55-57; 59-61

Note: Teachers may allow themselves considerable latitude in the selection of passages for translation because of the provision made by the College Entrance Board, whereby the list of readings, prescribed for intensive study, is varied from time to time.

G Sight Translation. From a fourth to a fifth of the whole time allotted to translation should be given to sight reading. Five or ten minutes each day may be spent on some portion of the advance lesson, or a full period each week may be devoted to the reading of other selections.

For suggestions of method see Second Year, G.

H Latin Writing

1 Time Allotment (two plans)

- One full recitation period each week.
- One entire week each month. By this arrangement its advocates find that sufficient time is afforded for the assimilation of each topic.

2 Methods (3 suggestions)

- Work conducted as a laboratory period
- Prepared lesson. The pupil required to learn the principles of syntax involved; to commit to memory the examples and vocabulary given; to write the sentence in Latin. These sentences without help from paper or book he then writes upon the blackboard. After a critical examination these are transferred, in their corrected form, to a blank book and are committed to memory for oral review.
- New principles of syntax learned and recited in class the day before the composition period. At the same time, difficult points in the sentences are discussed by the teacher with the class, and noted by the pupils. On the

day of the composition period, the pupil recites orally the sentences, which he has written in the meantime. After these have been corrected by the class and teacher, he writes at sight on the blackboard variations of these sentences dictated by the teacher.

For other suggestions see Second Year, H, 1 and 2.

I Supplementary Reading (English)

1 Required

- a Main facts in the life of Cicero, as found in the introduction to the textbook
- b Facts regarding the Roman Senate: membership, authority, decrees, meetings
- 2 Suggested (For full titles see Bibliography, III. B. 1)
 - a Cicero and His Friends, Boissier:
 - Cicero's Family and Private Life, pp. 79-109
 - Cicero's Great Friend, Atticus, pp. 123; 137-145
 - Cicero's Brother Quintus, pp. 235-241
 - Cicero's Friendship for Caesar, pp. 247-252; 271-275; 299-301
 - b Society and Politics in Ancient Rome, Abbott: Petrarch's Letters to Cicero, pp. 145-158. The Career of A Roman Student, (M. Cicero, Jr.) pp. 191-214
 - c Private Life of the Romans, Preston and Dodge:
 - The family, pp. 2-6
 - Every-Day Life, pp. 43-55
 - d Social Life at Rome, Fowler:
 - Roman Homes of Cicero's Day, pp. 237; 243-259
 - e Roman Life in the Days of Cicero, Church:
 - A Roman Undergraduate, (M. Cicero, Jr.) pp. 27-42
 - f The Unwilling Vestal, White

Note: This reading is valuable for the background which it furnishes for the passages set for translation.

J General Suggestions

1 Correlation with Work of Other Departments:

- a With English
 - (1) See C
 - (2) The use of "translation jargon" should never be allowed; but, at all times, an idiomatic rendering of the Latin passage should be required.
 - (3) The *Pro Lege Manila* furnishes excellent material for the study of a carefully constructed argument. Here may be introduced some study of Argumentation: Proposition; Direct Proof; Indirect Proof; Refutation.

b With History

- (1) It is important that the pupil realize that he is making acquaintance with original sources from which he may form his own judgments of men and events. Frequent paraphrases by the pupil will help him to keep in mind the continuity of the passage read.
- (2) Points of contact may be made with the pupil's environment; e. g.,
 Comparison of Catiline with modern "political bosses"
 Comparison of the policy of the United States toward the Hawaiian Islands with Rome's management of her provinces
 Interpretation of Roman officials in modern terms, as Aedilis, "police commissioner"; Praetor urbanus, "supreme judge"
 The duties and responsibilities of citizenship in ancient Rome and in modern life
- (3) Rome's great gift of government to civilization should be emphasized.

2 Projects and devices

- a Example of application of the Project Problem to the study of Cicero

I Aim: To give the class a clearer comprehension of Cicero's Orations and to develop greater interest in them by an understanding of his time

II Values:

- A To lead pupils to appreciate problems of the present by correlation with the past
- B To enable pupils to realize that the Romans were quite as much alive as we ourselves
- C To gain a better understanding of the greatness and of the weakness of Cicero, the man
- D To gain a general idea of Cicero's contribution to the Latin Language and Literature

III Execution:

- A Introduction:—Development of government up to the time of Cicero
- B Discussion:—
 - 1 Military situation
 - 2 Education

- 3 Political situation
- 4 Social conditions
- 5 Religion
- 6 Literature
- 7 Conclusion:—Cicero, the man, the orator, the politician

IV Judgment:—The class decided that, as a result of this project, Cicero had become to them a personality.

Note: In carrying out this project, there is a main leader, who chooses the topic leaders, who in their turn appoint aids. Thus it is in the fullest sense a group problem.

- b Organization of a Latin Club as an outlet for application of class work, and as a stimulus to greater interest in the classics
 - (1) Special programs by Cicero class:
 - (a) Presentation of such plays as *Coniuratio* (Latin plays. Schlicher, Boston, Ginn & Co. 1916)
 - (b) Dramatization by pupils of: Scene before the Senate in the Temple of Jupiter Stator, on November 8, 63 B. C., when Catiline entered the assembly Enrollment of Archias as a Roman citizen; testimony in first person by the various witnesses

3 Memorizing Latin

It is urged that the pupils be encouraged to memorize passages in Latin. An admirable excerpt for this purpose is the *Eulogy of Literature in Pro Archia VII*, 16, "Nam ceterae neque—perigrinantur, rusticantur." Other passages will readily suggest themselves to the teacher.

4 Special Topics for Extra Credits

Designed as additional training for the pupil of exceptional ability, these are not to be counted as credits toward graduation. The work thus designated may include special exercises in Latin writing, in translation from Latin into English; special passages to be memorized; reports on special topics: e. g., Topography of the Roman Forum in the time of Cicero; Education of a Roman; Roman books, manuscript, and publishers; Appearance of Rome in the time of Cicero, etc.

It is desirable that a card catalogue of such assignments be kept upon the teacher's desk

FOURTH YEAR

A Aims

- 1 Increased power in understanding Latin
- 2 Wider knowledge of English
- 3 Some development of literary appreciation and of taste
- 4 Study of the significance of the Aeneid for ancient and modern political, social, and religious thought

B Vocabulary. A list of approximately 500 new Latin words, which, like the list of previous years, furnishes English derivatives, shows the meanings of the roots, and is based upon the text.

It is urged that *daily drill* be given on all new words of frequent occurrence, and that this drill be reviewed constantly.

C Word Study

1 Latin Suffixes	1 Equivalent English Endings
a Patronymies -ides, -iades (masculine) -is, -ias (feminine) <i>Anchisiades</i> , son of Anchises <i>Tyndaris</i> , daughter of Tyndareus	English proper names: e. g., Johnson
b Diminutives -lus, -la, -ulus, -ula, -ulus, -ula, reg- <i>ulus</i> , petty king (rex)	-let, -ling, -ock, -kin, e. g., kinglet
c Nouns denoting <i>feminine agent</i> -trix, e. g., <i>venatrix</i>	-tress: e. g., huntress; <i>trix</i> : e. g., <i>executrix</i>
d Nouns in -bulum and in -culum (denoting <i>instrument</i> or <i>means</i>) <i>po-culum</i> , drinking-cup (po, cf. <i>potare</i>)	
e Adjectives in -ax, rap-ax, greedy (<i>rapiō</i>), verbals (often denoting a <i>faulty tendency</i>)	-acious, <i>capacious</i>

2 Reviews with "word groups" See First Year L3

D Inflections

- 1 Occasional reviews of the forms studied in the first three years
- 2 Principal parts of all new verbs
- 3 Frequent reviews of all infinitives and participles of verbs previously studied

4 Special study of forms peculiar to poetry: e. g., *-um* for *-arum, -orum*; *ai* for *-ae*; *olli* for *illi*; *quis* for *quibus*; *-ier* for *i*

E Syntax

- 1 Noun-Syntax
 - a Genitive: with Verbs of Remembering; with *miseret, paenitet*, etc.
 - b Cognate Accusative
- 2 Verb-Syntax
 - a Optative Subjunctive
 - b Historical Infinitive
 - c Middle Voice
 - d Supine in *-u*
- 3 Constructions peculiar to poetry
 - a Dative of Goal
 - b Accusative of Specification
 - c Negative with Imperative in Prohibition
 - d Infinitive of Purpose

F Latin Reading. At least three of the first six books of the Aeneid should be read, with selections from other sources (if preferred), equal in amount to the three books which are omitted. For these preferred readings the following selections are suggested:

- 1 Ovid's Metamorphoses: Daedalus; Niobe; Phaethon; Proserpina; Orpheus; Pyramus and Thisbe; Hyacinthus; Apollo and Daphne; Jason and Medea
- 2 Ovid's Heroides: Dido to Aeneas, VII, 177-196
- 3 Vergil's Fourth Eclogue
- 4 Vergil's Aeneid

VII, 107-170; 192-302; 323-392; 404-540; 572-641

VIII, 415-469; 597-731

IX, 25-126; 314-651; 717-762; 788-818

X, 256-510; 783-867

XI, 29-106

XII, 481-500; 505-593; 696-766

Note: For schools which prepare students for college, the content of the reading list will doubtless be determined—to some extent at least—by the requirements of the College Entrance Examination Board.

G Sight Reading. About one-fourth of the time given to translation may well be devoted to sight reading. See The Classical Weekly, Vol. XV, No. 18, "Sight Reading" by J. E. Barss, for an interesting development of this subject.

H Latin Writing. Some time within the year may well be reserved for exercises in Latin composition and for a careful review of important grammatical principles. These exercises should represent at least ten full recitation hours. Instead of distributing the work over a longer period, many teachers will prefer to assign two weeks to it in the second semester.

I. Prosody. The pupils are made familiar with the structure of dactylic hexameter and with its more common irregularities. At the beginning of the year it will be found helpful to have a metrical scheme of each day's lesson written out by the pupils before coming to class. Some reading aloud of the Latin verse, however, is to be continued throughout the year. If passages which are memorized are recited metrically, they will be more easily retained.

Note: In spite of the limitations imposed by the metre, the teacher will find it worth while to emphasize the significance of the Latin word order.

J Supplementary Reading (English)

1. Required

- a Life of Vergil, as found in introduction to textbook
- b Tennyson's poem "To Vergil"
- c Story of the Trojan War
- d The Wanderings of Aeneas
- e Stories of mythological characters most common in English Literature. Definite assignments in mythology a part of the class exercise

Note: The last three subjects (c, d, e) may be studied from any good textbook on mythology.

2 Suggested (for full titles see Bibliography, III C. 1)

- a Vergil, the Master Worker in Magic (Comparetti, pp. 258-262; 266-268)
- b Church Legends of Vergil (Comparetti, pp. 309-313)
- c Excavations at Troy (Baikie, pp. 34-38; Seymour, pp. 548-552)
- d Homeric Civilization (Baikie, pp. 22-33)
- e Horace's Steamer Letter to Vergil, Odes I. 3 (Translation)
- f The Poet's Toll (Allison's Roads from Rome)
- g A Roman Citizen (Allison's Roads from Rome)
- h Trojan Women of Euripides (Gilbert Murray's translation)
- i Tennyson's Oenone (sketches of Paris and Helen)
- j The Laocoön Group (Tarbell, pp. 264-267)

K General Suggestions

1 Correlation with English

- a Increased English vocabulary through the study of derivatives (see B.)
- b Study of the form and function of the Epic, with illustrations from other literatures; e. g., The Iliad, Odyssey, Cid, Niebelungen Lied, Divine Comedy, Paradise Lost

2 Projects and Devices

- a A Scrap Book, made by the class, consisting of newspaper or magazine clippings, cartoons, or other interesting matter, inspired by the text
- b A Card Catalogue, of which each member of the class prepares several cards, containing allusions to Vergil in English poetry; to be kept on the teacher's desk.
- c Illustrations: Perry pictures and cuts from old textbooks, mounted and kept on teacher's desk
- d Chart: Vergil and his contemporaries in Latin Literature, with dates and principal works of each noted; to be placed on the wall within view of the class
- e A Loose-Leaf Copy of Vergil, with interleaved pages for notes, clippings, and parallels. An admirable way to preserve interesting matter not found in the notes. A card catalogue of such material is also useful.
- f Dramatizations by the pupils, with dialogue from the text, e. g., Selections from Aeneid, IV. 259-436.

3 Memorizing Latin

The occasional memorizing of choice quotations should be made a part of the lesson, since such familiarity with the text will be a powerful aid to appreciation. It is well to begin with a single line, as *Tantae molis erat Romanam condere gentem.*

For the memorizing of long passages special credits may be given. Verses like the following thus become a lasting possession:

1. 207; 198-199; 278-288; 372-374; 461-462; 574; 630; 731-733
- II. 268-269; 281-286; 324-326; 354; 689-691
- II. 56-57
- V. 174-188; 522-528
- V. 126-129; 847-853

4 Special Topics for Extra Credits

This work may include added passages for translation; exercises in metrical translation; special selections to be memorized; themes or reports on such topics as the following:

- a The Purpose of the *Aeneid*
- b Vergil's Place in Literature
- c Vergil's Influence on English Literature
- d The Sibyl
- e Vergil in the Middle Ages (*Cl. Weekly*, IX. pp. 180-181; 186-188)
- f Vergil as an Interpreter of Life (Glover's *Vergil*, Chapters 8 and 9)
- g Ovid's Place in Literature
- h Vergil's Influence upon Dante

Special assignments for translation (suggested):

- a Any passages from selections cited above (see F) which are not a part of the regular lesson
- b Not too difficult for Fourth Year pupils: Horace, Odes I, 22; II, 6; II, 14. Horace, Epodes 2, 1-36

BIBLIOGRAPHY AND ILLUSTRATIVE MATERIAL

I For the Teacher

A Manuals on the Teaching of Latin

- *1 The Teaching of Latin and Greek. Bennett & Bristol, Longmans, Green & Co., New York (1899)
- 2 The Teaching of Latin in Secondary Schools, E. A. Hecker, Schoenof Book Co., Boston (1909)
- 3 Teaching High School Latin. J. B. Game, University of Chicago Press (1916)
- 4 A Handbook for Latin Teachers. Frances E. Sabin, Bulletin 754, University of Wisconsin, Madison, Wisconsin
- 5 The Art of Reading Latin: How to Teach It. W. G. Hale, Ginn & Co., Boston (1902)
- 6 Live Issues in Classical Stndy. K. P. Harrington, Ginn & Co., Boston (1910)
- 7 Addresses and Essays. M. H. Morgan, American Book Co., New York (1909)
- *8 Syntax of High School Latin. Lee Byrne, University of Chicago Press (1918)
- *9 Vocabulary of High School Latin. Gonzales Lodge, Teachers College, Columbia University Press (1909)

NOTE: Teachers are urged to familiarize themselves with present educational tendencies through books on Modern Pedagogy.

B Publications

- 1 *The Classical Weekly*. Published by the Classical Association of the Atlantic States. Charles Knapp, Managing Editor, Barnard College, Columbia University, New York.

*Indispensable

2 *The Classical Journal.* Published by the Classical Association of the Middle West and South, with the Cooperation of the Classical Association of New England and of the Pacific States. Frank J. Miller, Managing Editor, University of Chicago.

C Books on the Value of the Classics

- *1 Value of the Classics. Andrew F. West, Princeton University Press (1917)
- 2 Latin and Greek in American Education, with Symposia on the value of Humanistic Studies, F. W. Kelsey, Macmillan Co., New York (1911)
- 3 A Bibliographic Monograph on the Value of the Classics. University of Pennsylvania Press (1921)

D Measurement of Ability in Latin

Latin lends itself readily to testing, and many excellent studies have been made in this field. New and better tests are constantly appearing so that it has been thought unwise to attempt to give a list here.

II For The Classroom

A Reference Dictionaries

- *1 Harper's Latin Dictionary, revised by Lewis and Short. American Book Co., New York (1907)
- 2 Smith's English-Latin Dictionary. American Book Company, New York (1871)
- 3 Skeat's Concise Etymological Dictionary of the English Language. Oxford University Press (1910)

B Reference Books and Atlases

- 1 Preston & Dodge's Private Life of the Romans. Sanborn & Co., Boston (1896)
- 2 Johnston's Private Life of the Romans. Scott, Foresman & Co., Chicago (1903)
- 3 Mackail's Latin Literature. Chas. Scribner's Sons, New York (1904)
- 4 Schreiber's Atlas of Classical Antiquities. Macmillan Co., New York (1895)
- *5 Harper's Dictionary of Classical Literature and Antiquities. American Book Co., New York (1896)
- 6 Gow's A Companion to School Classics. Macmillan Co., New York (1906)
- 7 Bennett's The Latin Language. Allyn & Bacon, Boston (1907)
- 8 Lane's A Latin Grammar. American Book Co., New York (rev. ed. 1903) Valuable for the felicity of its translations
- *9 Gayley's Classic Myths in English Literature. Ginn & Co., Boston (1911)
- 10 Fairbanks' Mythology of Greece and Rome. D. Appleton & Co., New York (1907)
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- 14 Johnston's Latin Manuscripts. Scott, Foresman & Co., Chicago (1897)
- 15 Abbott's Roman Political Institutions. Ginn & Co., Boston (1901)
- 16 Harbottle's Dictionary of Classical Quotations. Macmillan Co., (1897)
- 17 Mau-Kelsey's Pompeii, Its Life and Art. Macmillan Co., New York (2nd ed. 1902)
- 18 Platner's Topography and Monuments of Ancient Rome. Allyn & Bacon, Boston (1911)
- 19 Ferrero's Greatness and Decline of Rome. Translated by A. E. Zimmern. G. P. Putnam's Sons, New York (1907-9)

*Indispensable

- 20 Dennie's Rome of Today and Yesterday. G. P. Putnam's Sons, New York (5th ed. 1900)
- 21 Lanciani's Ruins and Excavations of Ancient Rome. Houghton, Mifflin Co., Boston (1897)
- 22 Hnelson's The Roman Form. Translated by J. Carter, Stechert & Co., New York (1909)
- 23 Story's Roba di Roma. Houghton, Mifflin & Co., Boston (1887)
- 24 (a) List of Books for High School Classical Library, Macmillan Co., New York (Rev. ed. 1897)
 (b) The Classical Journal, Vol. XVII, pp. 284-6.
- 25 Stobart's The Grandeur that was Rome. (Fiction) Sidgwick Jackson (1912) London
 (Note. Some good school history of Rome will also be necessary).

III Reference Books by Years

- A Second Year (Caesar)
 - W. Warde Fowler: Jnlus Caesar, G. P. Putnam's Sons, New York (1892)
 - T. Rice Holmes: Caesar's Conquest of Gaul (2nd ed. 1911)
 - T. Rice Holmes: Ancient Britain and Julins Caesar, Oxford University Press (1916)
 - H. P. Jndson: Caesar's Army. Ginn & Co., Boston (1899)
- B Third Year (Cicero)
 - 1 Specific References
 - Charles Huelson: The Roman Form. (Translated by J. B. Carter New York, Stechert & Co., 1909)
 - Gaston Boissier: Ciceron et Ses Amis, (Hachette, Paris, 1902 Translated by A. D. Jones, Pntnam's Sons, New York 1897)
 - F. F. Abbott: Society and Politics in Ancient Rome, (Scribners, 1909)
 - Classical Journal, (see General Bibliography I. B.)
 - Many articles related to the stndy of Cicero; e. g.,
 The Roman Form as Cicero Saw It.
 W. Dennison. Vol. III pp. 318-326.
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C Fourth Year (Latin Poetry)

1 Specific References

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IV Plays

A In Latin

1 H. S. Nutting: Junior Latin Plays. University of California Press, (1922)

2 For the First Year

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4 For the Third Year

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5 For the Fourth Year

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(For Vergil classes)

When the Fates Deere by Grant H. Code, 69 Brattle St., Cambridge, Mass. (1914)

Deals with the Dido episode.

Two Dramatizations from Vergil (Dido, the Phoenician Queen and the Fall of Troy) by F. J. Miller, University of Chicago Press, (1908)

V Illustrative Material

A Maps

Rome

Ancient Italy

Ancient Gaul

The Roman Empire

(These are indispensable; several series of maps are available such as those by Breasted, Rand McNally, Kiepert, and Kampen)

B Photographs and Prints

1 Classical Architecture, Sculpture, and Travel in Classic Lands

University Prints, Newton, Mass.

Perry Pictures Co., Malden, Mass.

Arthur S. Cooley, South Bethlehem, Pa.

George P. Brown & Co., Beverly, Mass.

Elson Art Publishing Co., Belmont, Mass.

Thompson Publishing Co., Syracuse, N. Y.

Gramstorff Bros., Malden, Mass.

Frederick B. Wright, Kensington, Md.

Library of Congress Post Cards, Brentano, Washington, D. C.

2 Manners and Customs of the Romans

Colored Post Cards. Seiler's Book Store, 1224 Amsterdam Avenue, New York.

C Lantern Slides

Roman Life, Caesar, and Virgil, often with an accompanying lecture prepared especially for high school students.

Slides illustrating the Aeneid.

Eastman Roman Life Co., Iowa City, Iowa

G. R. Swain, Ann Arbor, Mich.

Frederick B. Wright, Kensington, Md.

Williams, Brown & Earle, Philadelphia, Pa.

Keystone View Co., Meadville, Pa.

Underwood and Underwood, New York

D Motion Pictures

Julius Caesar (six reels) George Kline, 135 W. 45th St., New York

Last days of Pompeii (six reels)

The Descent into Avernus (two reels). Miss Jessie Muse, Girl's High School Atlanta, Ga.

E Roman Coins

Wayte Raymond, 489 Park Ave., New York

S. Hudson Chapman, Drexel Bldg., Philadelphia, Pa.

Henry Chapman, 333 S. 16th St., Philadelphia, Pa.

F Latin Songs

Flickinger's Carmina Latina. University of Chicago Press

Brown's Latin Songs. G. P. Putnam's Sons, New York

G Wall Plates

Tabulae, in colors, by Stephen Cybulski (illustrating different aspects of Roman Life). G. E. Stechert & Co., 151-155, W. 25th St., New York

The Relation of Latin to Practical Life by Frances E. Sabin (valuable suggestions for original charts). Published by the Author, Madison, Wis. (1913)

Six charts by Gurlitt, illustrating experience in Caesar's Gallie Campaigns,
A. G. Nystrom & Co., Chicago

H Latin Games

Game of the Latin Conjugation, E. Case, 6033 Kimbark Ave., Chicago

Game of the Latin Declension, E. Case, 6033 Kimbark Ave., Chicago

Illustrated Mythology, Game Co., Cincinnati, Ohio

Five Games for Drill on Latin Forms and Constructions, The Latin Game Co.,
Appleton, Wis.

Latin Sentence Games, B. L. Horner, Weehawken, N. J.

COURSE OF STUDY
IN
FRENCH, GERMAN, AND SPANISH.

**COURSE OF STUDY
IN
FRENCH, GERMAN, AND SPANISH.**

General Remarks. The teaching of modern foreign languages like the teaching of a variety of other subjects results in the establishment of habits of application, of concentration, of thoroughness, of accuracy, of discriminating judgment, etc. In addition to these achievements, the following specific objectives are sought:

I General Aims

- A An ever-widening acquaintance with the history, geography, literature, art, and government of the people whose language is being studied; with their thoughts, ideals, and customs.
- B Individual culture and refinement, such as is manifest in a well-developed linguistic sense, in clear and accurate pronunciation and enunciation, in a rich background of human experience, in an appreciation of literary values, etc.
- C An aid to foreign travel, to university study, to the reading of scientific works, to business or professional success, etc.

II Specific Aims

- A Ability to read the foreign language without translation
- B An ever-widening acquaintance with the foreign land and its people
- C Ability to understand the foreign language when spoken
- D A well-established basis for speaking the foreign language when the environment for the necessary practice presents itself
- E Ability to write the foreign language in its simpler forms.

The syllabus gives an exposition of the method of teaching a modern foreign language, as well as a detailed analysis, by years, of the content of the courses in French, German, and Spanish.

I METHODS OF TEACHING MODERN FOREIGN LANGUAGES

A Pronunciation. Without definite knowledge of phonetics, teachers of modern languages find it impossible to teach an accurate and intelligent pronunciation. The beginner's untutored ear rarely catches the foreign sound correctly. In consequence, a careful explanation of the position of the tongue, the lips, and the jaws is imperative.

While giving the physiological explanation for a given sound, the teacher need not use the technical terms of the phonetician. He analyzes his own and his pupils' pronunciation. After carefully diagnosing his pupils' mistakes, he is in a position to give definite directions for correcting them. Sketches of the position of the vocal organs, vocal charts, and hand mirrors are always helpful.

At the very beginning, teachers should show the difference between the American manner of speech and the French, the German, or the Spanish. The French, for instance, speak with greater vivacity, with more energy, and with greater precision than do the Americans. The muscles of their organs of speech are tense and taut while speaking. They enunciate clearly and distinctly, speak in general more in the forepart of their mouths, and articulate with marked definiteness. The comparison of supposedly similar sounds in English and in the foreign language is very harmful.

Careful attention to sounds and their formation should precede any attempt to teach their representation in writing or in print. It is highly recommended that teachers pass from the sound to the symbol, not from the conventional spelling to the sound. The distinction between sounds and the symbols for the various sounds is highly important. As phonetic symbols emphasize this difference, some teachers may feel it worth while to teach them. However, their use is left entirely to the discretion of the individual teacher.

Through acquaintance with the production of the fundamental vowels, *i*, *e*, *a*, *o*, and *u*, is highly essential to progress and accuracy in pronunciation. Teachers begin with the vowel triangle*. Starting with *i*, they show the position of the tongue, the lips, and the jaws in the formation of each of the above series of vowels. After thorough mastery of these vowels, the open *e* and *o* are taught. Finally the mixed vowels, such as German *ü* and *ö*, receive attention. The nasal vowels are best taught in conjunction with the nasal consonants.

It is urged that great care be exercised in eliminating the glide or vanishing sound which is peculiar to the American pronunciation of long vowels in words like 'day', 'bee', 'so', 'do', etc. Pupils should be required to pronounce the vowel exactly the same from beginning to end. Drill in holding and finishing a vowel before changing the position of the mouth is highly essential.

Broussard, Elements of French Pronunciation, pp. 4-13.

Moore-Allin, The Elements of French, (Scott, Foresman & Co.) p. XVI.

Viator, Klein Phonetik, Rippman, Elements of Phonetics, etc. See Bibliography.

The pronunciation of consonants requires as much care as that of vowels. In this respect, too, English differs from French, German, or Spanish. It is necessary to draw attention to the difference in articulation, to the position of the tongue, to the expulsion of the breath, etc.

The division of words into syllables is of great importance. In pronouncing words of more than one syllable, pupils should be taught to begin each syllable with a consonant sound when possible. It is helpful to compare, in this respect, the pronunciation of words like English *gen-er-al* with that of the French *gê-nê-ral*.

Moreover, attention should be paid to correct phrasing, to sentence and word stress, and to intonation. These essentials of pronunciation are too often overlooked. In order to secure proper stress, it is well to give easy sentences to be repeated by the class, in unison and individually; to be written on the board, and then to be read from the board. Correct phrasing may be taught in the same way.

There can not be too much practice in pronunciation. During the first two or three weeks, the main task of each recitation is drill on the pronunciation of vowels, of groups of vowels, of consonants, and of combinations of vowels and consonants. Phonetic drill will be a part of the daily work for the entire first year, and need for it will constantly arise throughout the course. Accurate pronunciation demands drill and repetition. For this purpose lists of words, phrases, and sentences are available.

Much of the teacher's success with his pupils depends on his own articulation and enunciation. He must pronounce clearly and distinctly. It is urged that the same be required of the pupils.

B Developing Power to Read Without Translation. The principal aim of modern language teaching is the development of power to read the foreign language without translation. The acquisition of this power is slow and gradual. With patience and skill on the part of the teacher, pupils make, however, marked progress.

It is urged that teachers lead their pupils to build permanent associations between ideas and the foreign words or groups of words that represent the ideas. By doing so, the pupils acquire the habit of direct comprehension of the passages read.

According to the experience of progressive teachers, a large portion of the work should be intensive rather than extensive, linguistic rather than literary. The fundamentals of the language are made a permanent possession, and greater progress in the future is assured. Repetition and drill are highly essential.

1 Selection of Material. Success in teaching reading depends upon the material chosen for reading. Great care is to be exercised in its selection. As a whole, the selections should be progressively more difficult. Chosen with a view to hold the interest of the pupils, it is desirable that they offer variety of form, subject matter, and length. The teacher guards against a text with too large a vocabulary, and avoids material that lies outside the pupils' comprehension, or that is too far beyond their progress in the language. In other words, the reading matter is adapted as nearly as possible to the pupils' ability and needs.

It is urged that the selections for the early part of the course be easy and simple. In fact, nothing can be too easy. Suitable texts draw their material from folklore, fables, fairy tales, short stories, and other forms of fiction. While reading such material, the pupil's interest in the people's ways of living, in their habits and customs, in their traditions, etc., is aroused.

The books in the advanced courses furnish glimpses of matters social, economic, and political. History, biography, science and literature are not neglected. At all times, it is again urged, great caution must be exercised against the selection of material outside the pupils' comprehension, too far beyond their acquaintance with the language. The material read consists, in large part, of books that were written during the nineteenth and twentieth centuries.

Although the course proceeds in general from the easier to the more difficult, it is highly advisable to choose each year some easy texts for rapid reading. This re-inforces the vocabulary and the idioms already acquired, and the pupil rejoices in the sense of power which such reading engenders. The reading assigned as outside work may well be of this character, easy and enjoyable. An enduring interest in the foreign literature is thus awakened. Such easy texts offer, moreover, opportunities for brief reports, outlines, and written or oral summaries. An entire period is occasionally devoted with profit and enjoyment to the presentation of such reports.

After the first two years, it is advisable to differentiate the work for the several curricula. Pupils studying a modern language as a second foreign language, do best in sections of their own.

2 Basic Knowledge of Grammar and of Vocabulary. Power to read a modern language with understanding develops gradually and cumulatively. Cognizant of this fact, teachers lead their pupils with exceeding care to build up, bit by bit, a store of basic knowledge, consisting of synonyms and antonyms, of idioms, of familiar expressions, of grammatical forms, etc.

a *Grammar*. Definite knowledge of grammatical relations is highly essential. Without it pupils grope in the dark.

The principles of grammar are introduced gradually in conjunction with the reading selections, the oral exercises, and the written work. The amount taught is limited to that which is necessary for a full understanding of what the pupil reads. Example and contact with the language precede the teaching of rules; practical application plays an important part. The details of grammar, taught in this way, are progressively organized and brought into order and system. There are repeated reviews and summaries.

The teaching of grammar must be carefully planned. It is essential that the teacher summarize, review, or take up a new topic. Presentation left to chance achieves nothing.

At the beginning, simple sentences with a limited vocabulary are used. They are skillfully manipulated, changed from the positive to the negative form, from the declarative to the interrogative, from the singular to the plural, from the first person to the third, etc. The verb requires especial attention. Forms of frequent occurrence, such as the first and third persons, the present, past, and perfect tenses, etc., receive most stress.

Distinction between the important and unimportant is at all times highly desirable. Many forms are deferred until the pupil is master of the regular fundamental forms. Much grammatical material is taught as vocabulary, e. g., certain irregular verb, forms, peculiar plural endings, etc.

By means of questions and answers in the foreign language any principle of inflection or of construction is taught very effectively. Many other expedients for teaching grammar suggest themselves. Missing forms and inflectional endings are filled in, incomplete sentences are completed; conversational exercises are arranged for a particular purpose, etc. There are exercises with missing prepositions, verbs, pronouns, adjectives, etc.

Attention to grammar continues throughout the course. After the second year, it is urged that the grammatical work be done more and more in connection with the reading material, with the oral and written work. There should be topical references to grammars in the possession of the pupils.

For developing knowledge of grammar, some teachers find notebooks helpful. Their use is especially feasible at schools where the class or section is taught by the same teacher for successive semesters. The pupils keep the same notebooks for their entire language

course; the teacher, on the other hand, has a new notebook for each section, to which he adds new forms and constructions as they occur in the reading, the oral work, or the written work. In this way, the teacher keeps himself well informed of the grammatical knowledge that each particular class possesses. He recognizes each new point in grammar that his pupils should learn; he keeps the old forms and constructions fresh in the minds of his pupils. Such continued or repeated use of material previously taught, together with gradual advance into new fields, develops a working basis of grammar.

b *Vocabulary.* A constant, steady broadening of the pupils' vocabulary is highly desirable.

The first vocabularies are names of the objects of the classroom. On his desk the teacher has a box containing images of familiar animals; on the walls of the classroom there are pictures, maps, and charts; many common verbs are introduced by action on the part of the teacher. In this way the meaning of many words is taught without the medium of English.

Vocabulary drill by the use of synonyms and antonyms proves very profitable. Words of the same language are then associated, one with the other without recourse to translation. Furthermore, by stressing in synonyms those differences within the appreciation of high school pupils, a discriminating command of vocabulary is developed. Drill and repetition are highly desirable. They should be varied and lively. Vocabulary matches like old-fashioned spelling-bees prove helpful.

Much progress is made by using series of words that are logically connected, such as the words that gather about the plucking of a rose, about the article of one's toilet, about the opening and closing of a book, etc.

While attacking new words and constructions, teachers and pupils draw upon the knowledge described above. To achieve success, it is essential that the teachers have their pupils' basic knowledge of grammar and vocabulary well in hand. They then know what to expect, what to take for granted, and what to present anew, while teaching their classes.

3 *Reading Aloud.* Reading aloud is to be encouraged. Attention is drawn to intonation, to sentence stress, to the necessity of sustaining the voice, to enunciation, etc.

While the teacher reads aloud, it is recommended that the pupils listen with their books closed more often than open. And the teacher will find it helpful to listen with his book closed while the pupils read. While reading, it is highly desirable that the pupils face the

class. In this position they pronounce with greater care and distinctness, and the other pupils listen more attentively and follow what is being read, with greater ease.

Pupils are to be urged to read aloud while preparing their lessons at home. During the early part of the course, this will consist of re-reading what was carefully pronounced in class. Few pupils realize the value of this exercise.

4 Oral Work. The number of ways of conducting a recitation in reading is limited only by the teacher's ingenuity. It is urgently recommended that oral work be made an important part of every recitation. Interest is aroused thereby; the pupil's ear is trained; opportunity is afforded to manipulate the text for the purpose of teaching grammar or vocabulary; the vocal organs are exercised; the foundation is laid for a rounded-out knowledge of the foreign language, without losing sight of the main goal—the direct, immediate comprehension of the text read.

At first, the new assignment is taught in class under the direction of the teacher. The pupil's home-work consists of fixing and reviewing what was covered in this way. Pupils build sentences, learn answers to questions, formulate new questions, fill in blanks, complete incomplete sentences, etc. It is highly essential, however, that all the home work be based on material and models with which the pupils were made perfectly familiar. At the same time, it is again urged, the pupils should read aloud what the teacher pronounced with care during the previous recitation.

In attacking a new selection in the early stages of the course, the teacher reads it aloud once, possibly twice, or even oftener, while the pupils listen attentively. The meanings of the more uncommon words are then taught by means of synonyms or antonyms, with the help of objects or pictures, by comparison with English cognates, etc. By proceeding in this manner, the teacher teaches his pupils the proper approach to a foreign language.

In the beginning simple questions based on the text will be asked by the teacher and answered by the pupils. Both questions and answers are in complete sentences. Gradually some of the questioning is given over to members of the class, and pupils are encouraged to give more than one sentence in reply. With tact and good judgment, the teacher insists, at all times, on careful and correct answers.

It is desirable that the teacher strive gradually to develop the simple questions and answers into connected conversations or discussions on the reading selections, or on material previously studied. Without dampening the pupils' ardor and enthusiasm, caution must be exercised against allowing these exercises to degenerate into superficial prattle. Tact and skill assure success.

As the work advances, reading aloud from the text by the teacher or by a pupil, the class listening with books closed, is followed by questions and answers based on the material read, and, in time, by reproductions of the passage as a whole. Finally, questions and answers on related material with an effort to make the work of the class pertain to situations and incidents in the pupils' daily life and experience, are desirable and helpful.

By using questions and answers skillfully, the teacher makes sure that his pupils understand the moods and tenses of verbs, the numbers and cases of nouns and pronouns, etc. He takes nothing for granted. His questions are searching and go into detail without endangering the pupils' interest and attention. Good judgment is necessary.

After the course is well under way, the following procedure is effective:

At the beginning of the recitation, questions as to difficulties in the assignment are invited from the pupils. These are answered by the pupils, or, if need be, by the teacher.

The second step consists of phrases selected by the teacher, preferably in the foreign language, which the members of the class manipulate, use in sentences, paraphrase, or explain by means of synonyms and antonyms. Such phrases consist of modifications of forms that are found in the text, of idiomatic expressions, of peculiar constructions, meanings, etc.

The lesson is then read aloud: errors in pronunciation are corrected by pupils and teacher.

Having searched the assigned lesson for synonyms, antonyms, grammatical forms, historical reference, etc., the teacher attacks them with care. Explanations are made, as far as possible, by the use of the pupils' store of basic knowledge, of paraphrases, of parallel passages, etc. Thorongh acquaintance with the pupils' previous experience with the language is highly essential.

Pupils bring in half a dozen or more questions, the answers of which are embodied in the assigned text. At times questions of this nature are written out and answered in class, orally or in writing.

Whenever the passage lends itself to dialogue, the opportunity to use it in this way should be welcome. Anecdotes put into action are helpful, too.

After reading about an object, such as a human being, a house, an animal, etc., a picture of it is drawn on the board, for the purpose of reviewing the words that were found in the reading, such as the name of the members of the human body, of the parts of a house, etc. After reading about articles of food, the pupils prepare menus.

Letters, friendly or of a business nature, create greater interest in the material read. Opportunities to introduce them frequently occur. The basis for the letter is discussed and outlined in class.

Summaries, both written and oral, are called for at frequent intervals.

5 Dictation. Exercises in writing prose from dictation serve very effectively to develop the power of reading a foreign language without translation. The pupil learns thereby to deal with thought-groups, with entire phrases or clauses, rather than with separate, isolated words. At the same time such exercises develop the pupils' power of hearing correctly the passage read. Moreover, the pupil learns the conventional signs for the various sounds. It is highly recommended that teachers use this device frequently.

For beginners the dictation is based on material previously studied. Gradually passages are introduced that are new. Care in their selection is always necessary.

The teacher reads the selection through, the pupils listen without attempting to write. While reading the passage a second time, the teacher carefully divides the individual sentences into thought-groups, into phrases or clauses. The pupils now write what they hear. It is not advisable to re-read any separate phrase or clause during this reading. After the pupils have finished writing, the teacher re-reads the entire passage, while the pupils make corrections and addition to their work if necessary.

There are various ways of correcting the pupils' exercises. At times one of the pupils writes the dictation on the blackboard in the rear of the classroom. After exchange of papers, the pupils correct each others' work, and the teacher or some pupil corrects the exercise on the blackboard to serve as their model. Again, it is advisable to allow pupils to correct their own papers.

C Translation. It is highly desirable that translation from the foreign language into the English be avoided as much as possible. Although an exercise in English, translation does not tend to develop the power of direct comprehension of a foreign language. It serves as a test of what the pupil knows. There are other devices that achieve the same purpose. When translation is necessary, it is urged that it be done in writing rather than by word of mouth. The foreign atmosphere of the class is then not dispelled.

The teacher should always aim at an accurate understanding of what is being read. If he can not achieve this goal by using the methods and devices outlined in this syllabus, translation is necessary. In case he finds it impossible to teach the distinction between the different moods and tenses without translating the passage, he should have his pupils translate it. Well acquainted with his pupils'

store of basic knowledge of grammar and of vocabulary, endowed with energy and ingenuity, and blessed with the happy choice of a text adapted to the needs and abilities of his pupils, he will use translation as an exercise in English rather than as a method of developing the pupil's power to read the foreign language without translation.

D Written Work. All written work is to be based on material previously taught in class. At first it is only a record in writing of the oral discussion. Like the oral work, the written reproduction becomes gradually freer and freer.

At the beginning, the written work consists of the manipulation of short sentences, of answers to questions, of simple descriptions of familiar objects, etc. After the pupils have grown in knowledge of grammar and vocabulary, they paraphrase models that were carefully discussed in class, retell short stories and anecdotes previously related, and describe pictures or familiar scenes. Abstracts of easy selections are written, short letters are composed.

During the third and fourth years teachers have their pupils translate English into the foreign language. Such work is also based on models carefully discussed and analyzed in class.

E Memory Work. Poems and short selections of prose are to be committed to memory. It is essential that these assignments be carefully read and taught in class.

The presentation of short easy plays is also helpful.

F Adaptation of the Syllabus to the Junior High School. For adaptation to the junior high school the syllabi in French, German and Spanish here outlined require certain modifications. The advance is slower and more gradual; there is more oral work; more easy prose and poetry is committed to memory; many more selections are dramatized; pictures, songs, and objects play a more important part, etc.

II. COURSE OF STUDY IN FRENCH

A *First Year*1. *Pronunciation* (See Pronunciation, p. 49)

Fundamental difference between French and English manner of speaking; clear, energetic articulation of vowels without glide or vanishing sound, etc.

Vowel triangle

Position of tongue, lips, and jaws in forming French sounds
Nasal vowels

Consonants; silent final consonants; the letters, *r*, *l*, etc.

Syllabication

Liaison

Word, phrase, and sentence stress; freedom from influence of English accentuation

2. *Oral Work* (See I. B. 4)

Modes of greeting and leave-taking; directions of classroom; ordinary idioms pertaining to weather and telling of time

Frequent repetition of French sentences spoken by the teacher

Questions and answers on the text

Conversations on the text; simple original conversations

Simple descriptions of objects in classroom, of objects on charts and pictures

Memorizing and reciting of short selections of easy prose and poetry; of short stories, anecdotes, songs, jokes, etc.

Dictation of familiar material

3. *Written Work* (See I. D.)

Reproduction of oral work

Punctuation

Capitals

4. *Reading* (See I. B.)

Easy material as found in many available books or grammars, from 60—100 pages

5. *Grammar* (See I. B. 2. a.)

No topic of grammar enumerated below need be presented in detail

Whatever is taken up should be taught with thoroughness

Meaning and form are of prime importance. The mastery of the verb forms is essential

Agreement: article, adjective, participle, pronoun, verb, etc.

Articles

- Definite and indefinite
- Contractions with *a* and *de*
- Partitive use

Nouns

- Formation of plural
- Gender learned by practice, through association with the definite article, etc.

Adjectives

- Regular formation of feminine and of plural
- Position
- Comparison: *plus, moins, aussi... que*
- Possessive
- Demonstrative
- Common irregular adjectives

Pronouns

- Personal: subject; direct and indirect object; when used without verb or with prepositions; position
- Relative: *qui, que, ce qui, ce que; quoi, lequel, dont*
- Demonstrative: with *de* and as antecedent of relative; with *-ci, -là*
- Possessive
- Interrogative: *qui, qu'est-ce qui; qu'est-ce que; quoi, lequel*
- Reflexive
- Partitive: *en*
- Adverbial: *y*

Verbs

- Indicative mood: Simple tenses and past indefinite of *avoir* and *être*, of verbs like *parler*, and *lever*, of *finir*, *rendre*, *recevoir*, and of the following verbs: *aller*, *faire*, *dire*, *lire*, *écrire*, *boire*, *croire*, *voir*, *savoir*, *vouloir*, *pouvoir*, *s'asseoir*, *venir*, *revenir*, *devenir*, *tenir*, *partir*, *sortir*, *servir*, *ouvrir*, *offrir*

6 Vocabulary (See I. B. 2b)

- Prepositions: e. g., *à, de, dans, devant, derrière, sous sur, près de, avec, avant, apés, en*
- Conjunctions: e. g., *après que, car, de sorte que, lorsque, parce que, pendant que, puisque, quand*
- Adverbs of quantity: e. g., *assez de; beaucoup de; combien de; moins de; peu de; plus de; tant de; trop de*
- Words of negation: e. g., *ne—pas; ne—personne; ne—jamais; ne—que; ne—rien*
- Common verbs, nouns, adverbs, and adjectives

Cardinal numerals, 1-1000; ordinal numerals, 1-20

Idiomatic expressions: e. g., *s'il vous plaît*; *il a faim*; *il fait beau (temps)*; *c'est moi*; *c'est vous*; *ce sont eux*, etc.

Synonyms and antonyms

B Second Year

1. *Pronunciation* (See I. B.)

Drill on articulation, enunciation, and stress is necessary

2. *Oral Work* (See I. B. 4)

Questions and answers on text

Questions and answers on related material

Reproduction of text

Description of pictures, objects, etc.

Original conversations on text and on related material

Use of maps and pictures for geography and for general facts about France and its people

Dramatization of simple selections read in class

Memorizing and reciting short selections of prose or poetry, and of songs

Frequent dictation exercises are urgent

3. *Written Work* (See I. D.)

Reproduction of oral work, growing more and more independent of preliminary oral drill

Letter writing, with careful, oral preparation

4. *Reading* (See I. B.)

Novel, short drama, and short stories, with France and the French people as a background, from 150-180 pages

5. *Grammar* (See I. B. 2 a.)

The topics outlined for the first year are presented in greater detail

More attention is paid to the use of the various words and forms

Review and further study of topics presented during the first year

Formation of tenses from five primitive tenses

Systematic study of irregular verbs in common usage

Meaning of imperfect, past definite, and past indefinite tenses

Verbs conjugated with *être*

Passive voice

Subjunctive with *il faut que*; *il veut que*, *afin que*; *quoique*, etc.

Common verbs governing infinitive with or without preposition *de* or *à*

Adverbs: formation; position

6. *Vocabulary* (See I. B. 2 b)

Principal parts of common verbs

Synonyms and antonyms

Idioms

Numerals completed

Interjections

French	English
bien, bon	good
a la bonne heure!	well done! that's right
bis	eneore
fi done	for shame!
allons	come
en avant	forward
a moi or du seeours!	help!
a l'assassin or au meurtre!	murder!
au voleur!	stop thief!
au feu!	fire!
etc.	

Abbreviations: French

	French	English
e.-a.-d.	e'est-a-dire	that is
M.	Monsieur	Mr.
MM.	Messieurs	Messrs.
Mlle. (pl. Mlles).	Mademoiselle	Miss
Mme. (pl. Mmes).	Madame	Mrs.
R. S. V. P. Respondez s'il vous plait		an answer is requested
s. v. p.	s'il vous plait	if you please
etc.		

C Third Year

Pronunciation, oral work, dictation, and memory work need constant care

1. *Written Work*

The written work consists of free reproduction, based on material carefully studied; it becomes more and more independent of preliminary oral drill

Some teachers find translation from English into French helpful. The composition book must be selected with the greatest care. Passages of French narrative should provide a basis for composition; the French should be good French, the English good English; the first composition used should point to a comprehensive review of the grammatical points which have been taught during the first two years. The work is differentiated as much as possible for the commercial and academic pupils

2. *Reading*

The vocabulary must be greatly enlarged by the reading, hence the material must be varied, from 250-300 pages; collateral reading

3. *Grammar*

Topical references to grammars in possession of pupils

4. *Vocabulary*

Idioms, synonyms, antonyms, principal parts of verbs

D Fourth Year

Pronunciation, oral work, dictation and memory work.

1. *Written Work*

Free rather than formal, but well guided; not too individual because of difficulty of finding points of interest for the entire class; essays on topics assigned from books read

Composition

2. *Grammar*

Topical references to grammars in hands of pupils

3. *Reading* -

Prose and poetry by recent authors; pupils are taught how to read poetry; collateral reading assigned if material for individual work is not available

If such material is at hand, there will be sufficient outside reading done by pupil

Short outlines of French literature, stressing 17th, 18th, 19th, and 20th centuries; topics assigned in literature to be presented to class orally. There are selected anthologies for the purpose available. Books read with a view to their place in literature as well as with regard to their adaptability to the class

It is urgently recommended that the reading of French magazines and worthy works of today be encouraged

Pupils are given a bibliography with names of magazines, novels, and works on history, art, etc.

III. COURSE OF STUDY IN GERMAN

A *First Year*1. *Pronunciation* (See I. A.)

Fundamental differences between German and English manner of speaking

Vowel triangle

Position of tongue, lips, and jaws in forming German sounds

Glottal stop

Consonants

Syllabication

Word, phrase, and sentence stress

2. *Oral Work* (See I. B. 4)

Modes of greeting and leave-taking; directions of classroom; ordinary idioms pertaining to weather and to telling of time

Frequent repetition of German sentences spoken by the teacher

Questions and answers on the text

Conversations on the text; simple, original conversations

Simple descriptions of objects in classroom, of objects on charts and pictures

Memorizing and reciting of short selections of easy prose and poetry; of short stories, anecdotes, songs, jokes, etc.

Dictation of familiar material

3. *Written Work* (See I. D.)

Reproduction of oral work

Punctuation

Capitals

4. *Reading* (See I. B.)

Easy material as found in many available grammars or lesson books, from 50-80 pages

5. *Grammar* (See I. B. 2a)

No topic of grammar enumerated below need be treated in detail. Whatever is presented should be taught with thoroughness. Especially important is the mastery of nouns, adjectives, and verbs

Agreement: article, adjective, pronoun, verb, etc.

Declension of definite and indefinite articles, of the demonstratives *dieser* and *jener*; of possessive adjectives and of *kein*

Nouns

Declension of most common strong and weak nouns

Gender learned by practice, through association with definite article

Adjectives

Strong, weak, and mixed declensions

Comparison of most common adjectives

Pronouns

Personal

Relative

Interrogative

Possessive

Verbs

Conjugation of present and imperfect indicative of *sein*, *haben*, and *werden*; of most common weak and strong verbs; of *dürfen*, *können*, *mögen*, *müssen*, *sollen*, *wollen*, *wissen*, of reflexive verbs

Conjugation of future, perfect, and pluperfect tenses of weak and strong verbs

Word-order

Normal order

Inverted order

Transposed order with *dasz*, *als*, *weil*, *wenn*

6. Vocabulary (See I. B. 2 b)

Prepositions

With dative: *aus*, *auszer*, *bei*, *mit*, *nach*, *seit*, *von*, *zu*

With accusative: *bis*, *durch*, *für*, *gegen*, *ohne*, *um*

With dative or accusative: *an*, *auf*, *hinter*, *in*, *neben*, *über*, *unter*, *vor*, *zwischen*

Conjunctions

Coördinating: *aber*, *sondern*, *denn*, *oder*, *und*

Subordinating: *als*, *dasz*, *weil*, *wenn*

Common nouns, adjectives, and adverbs

Principal parts and meaning of most common weak and strong verbs

Cardinal and ordinal numerals

Idiomatic expressions: e. g., *es gibt*, *vor acht Tagen*, *er ging nach Hause*, *er ist zu Hause*, *es sind meine Bücher*, etc.

B Second Year

1. Pronunciation (See I. A)

Drill on articulation, enunciation, and stress is necessary

2. Oral Work (See I. B. 4)

Questions and answers on text

Questions and answers on related material

Reproduction of text

Description of pictures, objects, etc.

Original conversations on text and on related material

Use of maps and pictures for geography and for general facts about Germany and its people

Dramatization of simple selections read in class

Memorizing and reciting of short selections of prose and poetry, and singing of songs

Frequent dictation exercises

3. *Written Work* (See I. D.)

Reproduction of oral work, growing more and more independent of preliminary drill

Letter writing, with careful, oral preparation

4. *Reading* (See I. B.)

Novel, short drama, and short stories, with Germany and the German people as background: from 100-150 pages

5. *Grammar* (See I. B. 2 a)

The topics outlined for the first year are presented in greater detail

More attention is given to the use of the various words and forms

Review of topics presented during the first year

Further study of declension of nouns, adjectives, and pronouns; of comparison of adjectives

Common irregular nouns

More detailed study of relative and interrogative pronouns

Verbs

Imperative mood

Verbs conjugated with *sein*

Passive voice: present, imperfect, future, perfect, and pluperfect tenses

First conditional

Subjunctive mood: present, imperfect, perfect, and pluperfect tenses

Use of subjunctive in indirect statements and in unreal conditions

6. *Vocabulary* (See I. B. 2b)

Prepositions with genitive: *anstatt, trotz, während, wegen*

Principal parts of additional strong verbs and of most common irregular weak verbs

Antonyms, synonyms, idioms

Word-composition

By juxtaposition

Nouns: e. g., *die Baumwolle, der Edelstein, die Schreibfeder*, etc.

Adjectives: e. g., *hellblau, seekrank, wohlgeboren, heilbringend*, etc.

With modified form

Nouns: *das Tageslicht, das Wirtshaus, die Kinderstube, das Wörterbuch*, etc.

Adjectives: *liebenswürdig, gedankenreich*, etc.

In an elementary way attention should be drawn to this characteristic of German early in the course

Abbreviations	German	English
u. s. w.	und so weiter	etc.
Z. B.	zum Beispiel	e. g.
d. h.	das heiszt	i. e.
gef.	gefälligst	kindly
vgl.	vergleiche	cf.
etc.		

C Third Year

Pronunciation, oral work, dictation, and memory work need constant care

1. *Written Work*

Written work becomes more and more independent of preliminary oral drill

Free reproduction of selections of text read

Short letters, descriptions, and themes

The material which serves as model, should be carefully studied

Some teachers find translation from English into German helpful. Care must be exercised in the selection of the composition book. It should be well graded and provide passages of German narrative as a basis for the translation

The work is differentiated as much as possible for the commercial and academic pupils

2. *Reading*

Prose and poetry, with Germany and the German people as background, from 250-300 pages

3. *Grammar*

Review of topics of preceding years

Further study of model verbs

Common verbs with dative

Topical references to grammars in possession of pupils

4. Vocabulary

Synonyms, antonyms, idioms

Word-composition

Derivation

By prefixes: e. g., *be-*, *ent-*, *er-*, *ge-*, *ver-*, *zer-*, *misz-*, *un-*, *ur-*,
By suffixes

Derivatives based on adjectives

Adjectives in - *ig*: e. g., *fettig*, *niedrig*, *völlig*, etc.

Adjectives in - *lich*: e. g., *ältlich*, *gelblich*, *reinlich*,
etc.

Nouns in - *e*: e. g., *die Breite*, *die Güte*, *die Kälte*,
etc.

Nouns in - *keit*: e. g., *die Grausamkeit*, *die Wichtig-
keit*, etc.

Verbs: e. g., *bessern*, *dunkeln*, *nahen*, *reifen*, *wär-
men*, etc.

Derivatives based on verbs

Adjectives in - *bar*: e. g., *brennbar*, *denkbar*, *trink-
bar*, etc.

Adjectives in - *haft*: e. g., *dauerhaft*, *glaubhaft*, etc.

Adjectives in - *ig*: e. g., *glaublich*, *lebendig*, *willig*, etc.

Adjectives in - *lich*: e. g., *schrecklich*, *tunlich*, *ver-
gesslich*, etc.

Adjectives in - *los*: e. g., *schadlos*, *schlaflos*, etc.

Nouns in - *e*: e. g., *die Lehre*, *die Sage*, *die Stütze*,
etc.

Nouns in - *er*: e. g., *der Bäcker*, *der Denker*, *der
Lehrer*, etc.

Nouns in - *ung*: e. g., *die Drohung*, *die Meinung*, *die
Sitzung*, etc.

D Fourth Year

Pronunciation, oral work, dictation, and memory work essential

1. Written Work

Free reproduction of material that has been carefully studied

Short essays on topics assigned from books read

Letters of a friendly or business nature

2. Grammar

Topical references to grammars in possession of pupils

3. Reading

Prose and poetry by recent authors; collateral reading

Short outline of German literature, stressing 18th, 19th, and
20th centuries

Topics assigned in literature to be presented to class orally;
books read with a view to their place in literature as well
as with regard to their adaptability to needs of class

Reading of German magazines and worthy works of today to be
encouraged

Pupils are given a bibliography with names of magazines, novels,
and works on history, art, etc.

4. *Vocabulary*

Word-composition and word-derivation continued

Word-groups: It is urged that pupils form word-groups. Note-
books are very helpful. The following scheme may serve
as a model

German	English
a <i>sein, war, gewesen</i>	to be, etc.
<i>das Dasein</i>	existence
<i>das Unwohlsein</i>	indisposition
<i>das Wesen</i>	being, essence, nature
<i>wesentlich</i>	essential
<i>anwesend</i>	being, near, present
<i>die Anwesenheit</i>	presence
<i>abwesend</i>	absent
<i>die Abwesenheit</i>	absence
b <i>füllen</i>	fill
<i>die Füllung</i>	filling
<i>erfüllen</i>	fulfill
<i>die Erfüllung</i>	fulfilment
<i>erfüllbar</i>	realizable
<i>die Fullfeder</i>	fountain pen
c <i>tragen</i>	carry, bear
<i>antragen</i>	offer, propose
<i>auftragen</i>	give an order
<i>sich betragen</i>	conduct oneself, behave
<i>beitragen</i>	contribute
<i>eintragen</i>	bring profit, enter (on books)
<i>ertragen</i>	bear, endure
<i>übertragen</i>	transmit, transfer
<i>vertragen</i>	bear, endure
<i>sich vertragen</i>	bear each other, agree
<i>vortragen</i>	lecture, recite

IV. COURSE OF STUDY IN SPANISH

*A First Year*1. *Pronunciation* (See I. A.)

Castilian pronunciation

Fundamental difference between Spanish and English manner of speaking

Vowel triangle

Position of tongue, lips and jaws in forming Spanish sounds

Weak and strong vowels

Diphthongs

Consonants

Accents

Syllabication

Word, phrase, and sentence stress

2. *Oral Work* (See I. B. 4)

Modes of greeting and leave-taking; directions of classroom; ordinary idioms pertaining to weather and telling of time

Frequent repetition of Spanish sentences spoken by the teacher

Questions and answers on the text

Conversations on the text; simple original conversations

Simple descriptions of objects in classroom, of objects on charts and pictures

Memorizing and reciting of short selections of easy prose and poetry; of short stories, anecdotes, songs, jokes, etc.

Dictation of familiar material

3. *Written Work* (See I. D.)

Reproduction of oral work

Punctuation

Capitals

4. *Reading* (See I. D.)

Easy material as found in many available lesson books or grammars, from 60 to 100 pages

5. *Grammar* (See I. B 2 a)

No topic of grammar enumerated below need be presented in all its details

Whatever is taken up should be taught thoroughly. Meaning and form are of prime importance. The mastery of the verb forms is especially urgent

Agreement: article, adjective, participle, pronoun, verb, etc.

Articles

Definite and indefinite

Contractions with *á* and *de*

Nouns

Formation of plural

Gender learned by practice, through association with the article, etc.

Adjectives

Regular formation of feminine and of plural

Position

Comparison: *más, menos, tan como*

Apocopation

Demonstrative

Possessive

Pronouns

Personal: subject, direct and indirect object; prepositional forms

Relative, *que* and *quien*

Interrogative

Verbs

Present, imperfect, preterite, future, and perfect indicative of verbs of three regular conjugations; of *ser, estar, haber, tener, decir, dar*

Present tense of *ir, querer, poner, ver*; of *cerrar, contar, poder, comenzar*

Reflexives

Subjunctive in commands

Simple usages of *ser* and *estar*

6. Vocabulary (See I. B. 2 b)

Prepositions: e. g., *á, bajo, con, de, en, entre, hacia, hasta, menos, para, por, según, sin, sobre, tras*

Conjunctions: e. g., *como, cuando, pero, sin, ó, porque, que, si, y*

Common nouns, adjectives, adverbs, and verbs

Cardinal numerals, 1-1000; ordinal numerals, 1-12

Days of week, months, and seasons of year, etc.

Common idioms: e. g., *haga el favor de , tenga lo bondad de , tener que, tener hambre, sed, calor, frío, medio; le gusta ó Vd., etc.*

Synonyms and antonyms

Names of common animals and sounds they make

Spanish	English
La abeja zumba	The bee hums, buzzes
El buey muge	The ox lows, bellows
El buho ulula	The owl hoots
El caballo relincha	The horse neighs
El eordero bala	The lamb bleats
La gallina carearea	The hen eackles
El gallo canta	The coek erows
Los gansos graznan	Geese eackle
El gato maulla; murmura	The cat mews; purrs
El leon ruge	The lion roars
El perro ladra; aulla; grune regane; reganna	The dog barks, howls; growls; yelps and snarls

B Second Year

- 1 *Pronunciation* (See I. A.)
Drill on articulation, enunciation, and stress is necessary
- 2 *Oral Work* (See I. B. 4)
Questions and answers on text
Questions and answers on related material
Reproduction of text
Description of pictures, objects, etc.
Original conversations on text and on related material
Use of maps and pictures for geography and for general facts
about Spain and its people
Dramatization of simple selections read in class
Memorizing and reciting of short selections of prose, and poetry,
and of songs
Frequent dictation exercises
- 3 *Written Work* (See I. D.)
Reproduction of oral work, growing more and more independent
of preliminary oral drill
Letter writing, with careful, oral preparation
- 4 *Reading* (See I. B.)
Novel, short drama, and short stories, with Spain and the Spanish
people as background, from 150 to 180 pages
- 5 *Grammar* (See I. B. 2a)
The topics outlined for the first year are presented in greater
detail
More attention is paid to the usage of the various words and
forms
Review and further study of topics taught during first year
Article
 Required use
 Omission
 Neuter Form

Pronouns

Relative completed

Indefinite

Negative

Pronominal adjectives

Adverbs

Verbs

Indicative of regular verbs and of verbs specifically mentioned for first year completed

Irregular verbs: *salir, saber, oír, traer*

First conditional

Meaning of tenses of indicative

Common verbs governing infinitive with or without *de* or *á*

Subjunctive

Present, imperfect, perfect tenses

In substantive clauses

In adjectival clauses

In adverbial clauses

In conditional clauses

Passive voice

Progressive forms

Changes in spelling

6 Vocabulary (See I. B. 2 b)

More detailed study of common prepositions and conjunctions

Cardinal numerals completed

Idiomatic expressions

Common nouns, adjectives, adverbs, and verbs

Principal parts and meaning of most common irregular verbs

Synonyms and antonyms

Word formation

By augmentative suffixes: e. g., -on in *hombrón*, 'big man'By diminutive suffixes: e. g., -ito in *hermanito*, 'little brother'
-illo in *platillo*, 'little dish'

Interjections and exclamations

Spanish

English

Adelante!

Onward! Forward! Go on!

Adios!

Good-by!

Ole!

Fine! Bravo!

Ojala!

Would that! God grant!

Al asesino!

Murder!

Al ladron!

Stop thief!

Alza! anda!

Go on! Lively! Keep it up!

Calla! Calle!

Hush! Be silent! Nonsense!

Cuidado!

Be careful! Look out!

Spanish	English
Diga!	Say!
Fuego!	Fire!
Oye! Oiga!	Say! Listen! Hello!
Vamos!	Come! come! Well!
Etc., etc.	

Abbreviation	Spanish	English
Ca. or Cia.	compania	company
corrte. or etc.	corriente	current month
Dha., dho.	dicha, dicho	aforesaid
Fha.	fecha	date
P. P.	Porte Pagado	post-paid
Ps.	pesos	dollars
Ptas.	Pesetas	pesetas
S. C. or s. c.	su casa	your house
Sra.	Senora	Madame
Sr.	Senor	Sir
Sres.	Senores	Messrs.
Srta.	Senorita	Miss

C Third Year

1 Written Work

Free reproduction based on material carefully studied, becoming more and more independent of preliminary oral drill
Some teachers find translation from English into Spanish helpful

The composition book must be selected with the greatest care
Passages from Spanish narrative should provide a basis for the composition

The Spanish should be good Spanish, the English good English
The first composition used should point to a comprehensive review of the grammatical points which have been taught during the first two years

The work is differentiated as much as possible for the academic and the commercial pupils

2 Reading

Varied material, with Spain and Spanish-speaking countries as background, from 250-300 pages

3 Grammar

Topical references to grammars in possession of pupils

4 Vocabulary

Meaning and principal parts of verbs

Idioms, synonyms, antonyms

More detailed study of augmentative and diminutive suffixes
e. g., -azo, in *vinazo*, 'strong wine'; -ote in *feote*, 'very homely'; -acho in *ricacho*, 'vulgarly rich'; -UCHO in *polluchos* 'little chicken,' etc.

D Fourth Year

Pronunciation, oral work, dictation, and memory work

1 *Written Work*

Free rather than formal, but well guided; not too individual because of difficulty of finding points of interest for the entire class; essays on topics assigned from books read

Composition

2 *Grammar*

Topical references to grammars in hands of pupils

3 *Reading*

Prose and poetry by recent authors; pupils are taught how to read poetry; collateral reading assigned if material for individual work is not available.

If such material is at hand, there will doubtless be sufficient outside reading done by pupil

Short outline of Spanish literature, stressing 17th, 18th, 19th, and 20th centuries

Topics assigned in literature to be presented to class orally.

There are selected anthologies for this purpose available

Books read with a view to their place in literature as well as with regard to their adaptability to class

It is urgently recommended that the reading of Spanish magazines and worthy works of today be encouraged

Pupils are given a bibliography with names of magazines, novels, and works on history, art, etc.

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C German

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The above bibliography does not pretend to be exhaustive. For additional titles of valuable books the teacher should consult T. E. Oliver's *Suggestions and References for Modern Language Teachers*, Univ. of Illinois Bulletin, No. 18 (Urbana, Ill., 25 cents), Wilkins' *Spanish in the High Schools*, Bagster-Collins *Teaching of German in Secondary Schools*, and the modern language catalogues of the various publishing companies.

No standard tests in foreign languages were cited because new and better ones are constantly appearing. It is recommended that teachers use them.